

SEN Information Report

At Woodhall we are working with other stakeholders to produce our SEN Information pack.

We encourage every member of our school to,

‘Aim high....Reach for the sky!’

We endeavour to develop skills for life-long learning and provide both creative and meaningful learning opportunities to enable every member of the school community to achieve their potential.

By reading the responses below we hope to clarify our vision and indicate the support from which your child may benefit as they move through our school.

1. How does the school know if children need extra help and what should they do if I think my child may have special educational needs?

Woodhall has a rigorous monitoring system in place which tracks the development and progress our learners make in all areas of the curriculum. Staff are vigilant in reviewing progress and supporting and raising concerns in all aspects of the child's development. We use data and other forms of assessment to identify additional needs and celebrate achievement. We have in-house specialist expertise in a number of areas of SEND and where gaps are identified we are rigorous in supporting training to rectify these newly identified omissions. Support staff deliver a variety of bespoke small group and individual Wave 2 and Wave 3 interventions supporting academic learning, difficulties with attention and focus, speech and language difficulties, sensory, auditory or visual difficulties.

Parents/Carers are encouraged to speak with their child's class teacher or the Senco sooner rather than later about any concerns they may have. We aim to keep the parents/carers fully informed and to give our children timely and appropriate support.

Children who may be deemed to be vulnerable emotionally or socially may be supported beyond quality first teaching (Wave 1) support via a Circle of Friends, Silver Seal, attendance at our Nurture Group four afternoons per week, school's Learning Mentor or our School Counsellor through play or art therapy.

School runs a daily Breakfast Club and again, this has proved a positive opportunity for all our children, but particularly our more vulnerable to chat and settle ready to start the school day in a learning frame of mind.

Woodhall recognises when support beyond that which school can provide is needed and has a proven track record of responding effectively to Outside Agency suggestions, strategies and support systems which enable us to better help our children overcome their challenges.

Both our children and parents/carers have a voice in supporting their learning and identifying how best that may be achieved. We hold termly and half termly assessments and reviews, encouraging pupil voice at each turn. There are regular half termly Assertive Mentoring meetings between the child and their class teacher, together with regular Pupil Progress Meetings between the Head and the Class Teacher. The Head and the Senco work together to review the results of these meetings and follow up any areas of concern as soon as they arise; aiming to direct the best quality support to remediate or support a situation.

Parents are encouraged to support Parent Consultation Evenings. Classes take it in turn to hold celebration assemblies to which parents are invited.

2. How will the school staff support my child?

We liaise closely with our feeder institutions – pre - schools etc. to ensure we identify needs, share information and match the provision to the need as far as possible, before rather than after the child's arrival. Similarly we rigorously support the transfer of our older children to their named secondary schools. . All our Year 6 children are supported ahead of time with sessions with the Learning Mentor to support smooth transition. We aim to pre-empt any possible difficulties for our more vulnerable children by working well ahead of time with the receiving school, liaising with the local Educational Support Centre (ESC) to ensure individual and small group secondary transition mentoring takes place at an appropriate level of intensity identified between parent, Woodhall and the ESC.

We monitor the impact of interventions through regular meetings and tracking of pupil progress. Assertive Mentoring meetings are held between pupil and class teacher on a half termly basis. These are shared with the Head and Senco. Our Governors play an active role in monitoring the quality of the special educational needs provision in conjunction with the Head, Senco and other members of the Senior Leadership Team.

Occasionally a pupil may need more expert support from an Outside Agency such as our linked Educational Psychologist, Speech and Language Therapist or the Physio and Occupational Therapist support service. Where this is the case we complete appropriate referral forms in conjunction with the parents/carers and forward them to the most appropriate agency. Once they have met with/ worked with the child and spoken with the parents/carers and Senco a programme of strategies and support systems is usually provided both to home and school. Thereafter the school Senco will meet with the parents/carers to discuss the implications of the findings and how this may lead to better support the development of their child within the school environment.

When we feel that something is not working as well as it might we are quick to respond and find alternatives through dialogue with the learner and their families or to seek further clarification and/or suggestions from the named Outside Agency.

All our class teachers are teachers of inclusion and special educational needs. However, they are further supported by the Senco and other members of the Senior Leadership Team where appropriate. Regular staff meetings and inset training are arranged to enable staff to keep abreast of current thinking and supportive strategies that will have a positive impact on every one of our children. The Senco holds regular SEND learning walks after which successes are celebrated and opportunities for improvement noted and acted upon.

School regularly uses support and advice from a variety of outside agencies including: Educational Psychologist, Speech and Language Therapist, Laurence Hanes Specific Learning Difficulties Base, Physiotherapist, Occupational Therapist, Advisory Service for Communications Difficulties, paediatricians, Health Visitors and School Nurse, Oxhey Wood Children's Centre, Outreach services of Colnbrook and Chessbrook, Thriving Families, CAMHS and Datchworth Project.

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

We regularly share progress feedback with all our children not only in terms of the academic but in all other areas of development. Similarly we discuss issues such as attendance which may have an impact on learning. In addition we have a number of other meetings during the course of the year when parents/carers can meet with staff to discuss the progress of their child. The Senco in particular, spends time working with individual children and their parents supporting and seeking the best way forward to enable them to receive positive support at home.

School has hosted curriculum evenings to support our parents/carers towards a better understanding of the curriculum and regular updates are published both in our school newsletters and on the website.

In order to more closely target the learning needs of some children Individual Education Plans are devised in conjunction with parent and child. These are reviewed and new plans may be made as appropriate on a termly basis.

Should more regular contact be required at any stage in the support of a pupil suitable arrangements are made to ensure that this is carried out. Woodhall strongly believes that real progress and sustainable outcomes are best achieved when home and school are working together. School uses the Senco and our Family Support Worker, where appropriate to foster links between home and school. The latter can be available to work in the home alongside the parent//carer to support positive parenting and to support attendance at some Outside Agency meetings should the parent feel that such support would be helpful to them.

4. How will the learning and development provision be matched to my child's needs?

Differentiation is embedded into our curriculum and classroom practice. All our staff have high expectations of progress and this is regularly monitored by the Senior Leadership Team by a variety of means – Observations of both teaching and support staff, Assertive Mentoring, Pupil Progress Meetings, SEN Learning Walks, Planning and Book scrutinies, for example. This enables us to reflect on next 'best steps' for all our pupils.

Where appropriate specialist equipment may be offered to a pupil. This may be as simple as a prompt card, pen/pencil grip, writing slope or coloured gel overlay or it may be a larger piece of equipment such as a laptop.

5. What support will there be for my child's overall wellbeing?

Woodhall firmly believes that a child's wellbeing is crucial to their ability to learn. All our staff, including Teaching Assistants, receive regular training in pastoral support. There is appropriate and regular dialogue with our Meal Time Supervisors so that strategies and support systems can be seamlessly moved out of the classroom on to the playground when and where necessary.

Members of staff are readily available for children to discuss issues and concerns through formal forums such as the School Council and in more informal settings when issues are of a more personal nature. As necessary children are encouraged to name a person that they feel comfortable speaking with should a situation arise and they feel unable to speak with their nearest adult.

As part of our home school partnership, and where appropriate, staff appreciate that a child may experience events outside of school that may have a direct bearing on their ability to learn. We respect anything told to us in confidence and work with the parent/carers and child to improve outcomes or support a situation that may be causing distress.

Relevant staff are trained to support medical needs and in some cases all staff receive training. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and practiced by all staff. We practice a whole school approach towards behaviour. We regularly monitor attendance and take the necessary steps to prevent unauthorised absence.

Central to this is pupil voice and we encourage this in a variety of ways, for example through School Council, Worry Box, buddy system, opportunities to work 1:1 or in small group with our Learning Mentor, continued support in our Post Nurture groups, social skills groups, access to specialist counselling and our weekly pastoral review meetings.

The Senco and other members of the Senior Leadership Team are also aware of external avenues of support available through our school based Family Worker and other Outside Agencies which will not only enable further support systems and strategies to be offered for the child but for the family as well should this be appropriate.

6. What specialist services and advice are available at, or accessed by, the school?

All our staff, both teachers and Teaching Assistants receive regular training and are encouraged to regularly update their knowledge and expertise.

School uses support and advice from a variety of outside agencies including: Educational Psychologist, Speech and Language Therapist, Laurence Hanes Specific Learning Difficulties Base, Physiotherapist, Occupational Therapist, Advisory Service for Communications Difficulties (including ASD), paediatricians, Health Visitors and School Nurse, Oxhey Wood Children's Centre, Educational Outreach Centre services of Colnbrook and Chessbrook, Thriving Families, CAMHS and the Datchworth Project.

This advice is used to inform 'next steps' and is incorporated within Individual Education Plans and intervention programmes in conjunction with discussion with parents/carers and the child.

All these external partners are fully vetted in terms of safeguarding. When we buy - in services we monitor the impact of that intervention against the cost to ensure that we are receiving value for money.

The Senco is always pleased to meet with any parent who has a query about their child's learning and possible need for support at whatever level.

7. What training have the staff, supporting children with SEND, had or are having?

The Special Educational Needs Co-ordinator is a qualified teacher with teaching experience in a variety of settings ranging from Early Years, JMI and secondary mainstream up to and including A level, to Moderate Learning Difficulties schools and an Educational Support Centre. She has many years of experience in working with children and young people of all ages with SEND and a diploma in the teaching and support of children with Specific Learning Difficulties.

Woodhall invests time and money in improving quality first teaching and developing and enhancing skills in the knowledge of and delivery of Wave 2 and Wave 3 interventions. Special Educational needs strategies and support systems are built into our strategic training programme and the school Senco ensures that all staff are regularly updated on all matters pertaining to SEND.

Staff inset is delivered by the Senco and by Outside Agencies such as the Educational Psychologist or the Speech and Language Therapist as appropriate. On other occasions Curriculum Leaders cascade information and training to upskill their colleagues.

Support staff are specifically trained by Outside Agencies such as the Speech and Language Therapist or the Occupational Therapist to deliver bespoke programmes to particular children as necessary. This in turn enhances their ability to offer effective support to children with similar but perhaps less severe difficulties that might not in themselves warrant Outside Agency specialist intervention.

Two staff have just completed their Elklan Speech and Language course to better enable them to deliver a higher level of service to all our children in terms of their speech and language development. We have a fully trained Nurture Group Teacher and Higher Level Teaching Assistant specialising in the support of children with attachment issues that are proving a barrier to learning and a fully qualified Learning Mentor to support children who may have social and emotional difficulties that are hindering them from accessing the curriculum at a level commensurate with their abilities.

8. How will I be involved in discussion about and planning for my child's education?

Woodhall is keen to promote home – school partnership. Parents/carers receive regular reports and updates on their children's progress and are encouraged to come in to school not only during formally designated occasions such as Parent's Evenings but also at any time when they may have a query.

Where a child is deemed to have special educational needs parents are invited in to school to discuss the situation and to talk about possible support systems and strategies. As appropriate we seek to involve the child in our discussions. Similarly we would expect both parent and child to be involved in a review of the support and to discuss 'next steps' with them.

9. How will my child be included in activities outside the classroom, including school trips?

Our current Inclusion Policy promotes the involvement of all of our learners in all aspects of the curriculum, including activities beyond the classroom which may involve school trips. As a matter of course Risk Assessments are in place for all residential and day trips. Subsequent to that individual children are then reviewed and where there are concerns of safety and access, further thought and consideration is put in place to ensure that needs are met. As applicable parents/carers are consulted and involved in the planning for their individual child. Parents/Carers and staff supporting such trips are involved in planning and expectations.

10. How accessible is the school environment?

Woodhall already has a good level of physical access for children and staff and pays due reference to the Equality Commission guidance and the 2010 Equality Act. All ground floor rooms and the playgrounds are currently accessible for wheelchair users. There are appropriate disabled changing toilet facilities. Governors are currently rigorously pursuing plans for a lift to further facilitate access.

Staff have had training in, and first - hand experience of, working with the visually impaired and adjustments to include these youngsters in every aspect of school life are in place. As appropriate laptops are available.

Woodhall is aware that an increasing number of pupils are presenting with sensory difficulties and works to offer quality first (Wave 1) inclusive teaching as a matter of course (this would include, for example, opportunities to move around the classroom or carry small weighted loads on a regular basis within each lesson) with parents/carers and Outside Agency advice from Physiotherapists and Occupational Therapists to implement child specific advice and offer aides such as blue fidget cushions and writing slopes to further support their access to the curriculum.

Woodhall recognises that a number of children may well have some form of auditory difficulties and a Soundfield system to ensure better auditory access is in place in Foundation through to Year 4 classrooms.

Whether a child has a temporary disability or more permanent disabilities adjustments are speedily implemented by classroom teachers, with support where necessary from either the

Senco or specific Outside Agency advisory staff, to ensure that all reasonable adjustments are made to ensure that the child is able to access all aspects of the curriculum.

Woodhall recognises that children learn in a variety of different ways and aims to ensure that the whole school is a multi - sensory environment offering access to learning and information in as many different ways as possible. Due regard is shown to advice from Outside agencies such as the Laurence Haines Specific Learning Difficulties Base to ensure that not only is the environment supportive of learning but individual, personalised adjustments are made and become part of that child/children's everyday experience within school.

We celebrate, value and respect diversity in our school, seizing as many formal and informal opportunities as possible to do so. School also employs a highly experienced Additional Languages teacher to advise staff in supporting individual access to the curriculum and to work alongside children operating in additional languages to develop their vocabulary, skills and confidence to access the curriculum in an age appropriate manner.

11. Who can I contact for further information?

In the first instance parents and carers are encouraged to talk with their child's class teacher. Response to such a request is dealt with as speedily and as promptly as possible. Further information and support can be obtained from the school Senco.

At Woodhall our Senco is Mrs. Andrews and she can be contacted via the School Office on 020 8428 3447.

If a parent has any misgivings or has a complaint again, they should first meet with the Class teacher. Should this not result in a satisfactory resolution then an appointment can be made at the School Office to see either the Senco, the Head Teacher or a Governor. Further procedures are readily available and clearly laid out in our Complaints Policy that is available at the School Office.

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

We have robust Induction and Transition systems in place for welcoming new learners to our school. We liaise closely with local Pre - schools and the Children's Centre throughout the year. Individualised programmes are developed as necessary for our children with SEND after consultation, usually by the Senco and Class Teacher, with parents/carers, any Outside Agencies that may be involved and with previous and current staff. All children have a programme of visits, with the flexibility of additional visits being available for more vulnerable children.

Vulnerable children are supported with a personalised Transition Book either when they are joining the school for the first time or when they move from one class to the next. This has proved to be a point of support and reassurance for both the child and our parents.

On arrival all our children joining Reception have a Year 6 Buddy to support them in the lunch hall and on the playground.

Our younger children (Reception through to Year 2) are regularly supported at lunchtime with specially trained Year 5 Play Leaders to ensure that they never have to feel lonely and that there is always an opportunity to become involved and able to participate in cooperative outdoor play activities should they wish.

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

The Senior Management Team are aware of the school's allocated budget and then funding is allocated according to need. Efforts are made to ensure value for money and all interventions are costed and evaluated.

Governors closely monitor the budget and ensure that it is aligned to the School Development Plan.

14. How is the decision made about how much support my child will receive?

It is expected that all staff will deliver quality first (Wave 1) teaching. Should additional support be required this is done after consultation with relevant staff and conversations with the pupil and parents/carers. Interventions are monitored for impact and outcomes are defined at the start of any intervention. The Senco advises and works with the class teacher to oversee the additional SEN support.

15. How are parents encouraged to become involved in school? How can I become involved?

We regularly involve parents/carers in discussions about their child's learning, needs and aspirations. We are keen to receive feedback at every opportunity and operate an 'open door' policy. There are also parent voice opportunities offered regularly throughout the year.

We have an active 'Friends of Woodhall' group and encourage our parents to involve themselves in every aspect of school life – from supporting our regular class assemblies to our weekly opportunities to support their child with developing their reading skills, to participating in Extended Schools activities alongside their child. There are opportunities to support a wider range of children on a more regular basis such as through hearing readers or supporting one of our Woodhall University Clubs on a Friday afternoon. Any parent helping in school on a regular basis would be subject to a DSB (Disclosure and Barring Check) before volunteering.

Our Governing Body includes Parent Governors.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Hertfordshire is obliged to set out, in its Local Offer, an authority wide description of the special educational and training provision it expects to be available in its area and outside for children who have SEN or disabilities (SEND). Via the website www.hertsdirect.org/localoffer it delineates provision from providers of relevant Early Years' Education, maintained schools, non – maintained special schools, pupil referral units, independent institutions approved under Section 41 of the Children and Families Act 2014 and the full range of post - 16 providers.

****Please Note:** There may be changes to the Schools Local Offer during the course of the year as further advice becomes available.