



SEND

Information Report

Date of last review: October 2019

Updated January 2020

Introduction

Woodsetton School is a special school that caters for primary aged children with moderate learning difficulties and additional complex needs such as speech, communication and language difficulties, children on the autistic spectrum and children with social emotional and mental health difficulties. Children who attend Woodsetton all have an Education, Health and Care Plan (EHCP). Referrals to Woodsetton are looked at on an individual basis and children are placed at Woodsetton following agreement by Dudley LA, parents and the school.

Policies for SEND

All pupils at Woodsetton School have SEND. The curriculum is modified and differentiated to meet their individual needs. Woodsetton has seven classes which range between 11 and 18 pupils. All classes have at least four adults (one class teacher and three TAs). Woodsetton is committed to providing a broad and balanced curriculum that is enhanced by a range of interventions to support academic development and extra-curricular opportunities in PE and music. Further information can be found in our local offer and policy.

Involving parents in their child's education

At Woodsetton we value the impact parents have on a child's education. As well as the annual review of their EHCP we hold termly parent consultation meetings to discuss their child's welfare, progress and attainment. On top of these formal events we use home school diaries and regular phone calls home to ensure regular communication regarding their child's education.

Arrangements for consulting pupils with regards to their SEN

Pupils' views are regularly sought through the school council and pupil discussions. They are also sought if it is deemed appropriate during annual EHCP reviews. As part of teaching and learning, pupils are made aware of their personal targets and learning goals. Teachers ensure they give oral feedback when marking, ensuring pupils have the opportunity to comment on their performance and discuss the next steps in their learning.

Assessing and reviewing pupil performance and progress

Pupils are encouraged to self-review their own work whether this be done verbally or in writing. Marking and feedback are shared with them so children are clear about their next steps. Pupils focus on their personal targets and are sometimes able to give their opinion on what they would like to work towards. Parents are also involved in setting targets and outcomes for their children through parent conversations, EHCP meetings and annual reviews. These targets are reviewed regularly with pupils and parents to ensure they are on track to meet the desired outcome.

Arrangements to support movement between phases of education

As pupils progress through the key stages, we arrange transition sessions so that pupils meet their new class teacher and other staff to help prepare them for the next academic year.

Children joining our school are invited to join us for transition days and we work closely with the Sutton School and other secondary schools to ensure our Year 6

pupils transfer to secondary swiftly and effectively. Liaison and transition commences in Year 5 for both parents and pupils and a focused programme takes place during the summer term of Year 6.

The approach to teaching children with SEN

As a Special Educational Needs school all of our children have SEN. As much as possible we try and group children according to their age and ability. Children are taught in small class groups (currently between 11 and 18 children). All classes have at least four adults. Class groups follow the National Curriculum/statutory curriculum guidance which we differentiate to meet pupils' individual needs.

As a school we promote practical learning experiences supported by visual and auditory learning. Woodsetton has an extensive intervention programme catering for students' academic and holistic needs. Students' are assessed half termly and given specific targets and interventions to support their learning.

How the curriculum and environment is adapted for pupils

Small class groups provide a supportive classroom environment for all pupils where there is a high teacher-pupil ratio. All pupils have access to IT and a wide range of technology including multi-touch screen boards within each classroom. Safeguarding is of paramount importance to us at Woodsetton and our children are taught how to keep themselves safe whilst online.

Woodsetton has a range of facilities and specialists to support and promote pupils learning. The Physiotherapy team, Speech and Language Therapy team and Occupational Therapy team regularly come into school to provide advice / guidance to ensure all of our pupils' needs are met.

In addition to this, Speech and language therapists and assistants have their own base at the school, and additional support is bought in by the school itself when available. A counsellor is available to school when required and an educational psychologist is bought in as and when needed. In addition to this, support from specialist behaviour leads are also sought when required.

The expertise and training of staff to support pupils' needs

All staff have ongoing training in a range of strategies and interventions for special educational needs and disabilities. Staff also attend individualised training for specific children's needs in their class, such as Management of Actual or Potential Aggression (MAPA). MAPA is an accredited staff training programme that teaches management and intervention techniques to cope with escalating behaviour in a professional and safe manner.

Naturally, staff have regular safeguarding training, including E safety training.

All staff are trained in 'Makaton' signing to a basic level, 'Language for Learning' (delivered by the Speech and Language Therapy Service), the Derbyshire Language Scheme, and 'Letters and Sounds'.

Additional specific training is also delivered to staff who work with pupils with physical and medical needs.

As a school we also use a coaching style approach where staff are encouraged to develop their skills through learning from each other as an alternative to attending

external courses. This has been proven to be an effective approach where staff can access very relevant development through experienced and skilled staff. We also actively encourage cross school professional dialogue / training sessions with other Dudley Special Schools especially in relation to Dudley Attainment and Progress Assessment (DAPA).

Evaluating our provision

We evaluate our provision regularly to ensure it is meeting the needs of our school population. Evaluating the systems we have in place happens at different levels through whole school staff feedback, Senior Leaders and School Governors. The evaluations of the school performance and practices are used to inform our School Evaluation Form which then supports the writing of our School Improvement Plan.

As a school we meet regularly to discuss the impact initiatives are having on pupil performance and progress. This informs us about what we do well and identifies areas which we may need to address and further develop.

Interventions are reviewed every half term to ensure that the intervention is having a positive impact on a child's progress. This means we can adapt a different approach if an intervention is not having the desired effect on a child's attainment or wellbeing.

Woodsetton is committed to finding the best intervention for each child and appreciate that what works for one may not be the best for another. This means we run a flexible and adaptable system to meet the needs of the individual and/or group of children throughout the school year.

Engagement of SEND students with their peers

Pupils' needs, abilities and ages are taken into account when grouping children both on a short and long-term basis. This means that students are able to develop their social and emotional abilities within their group while allowing for group and independent learning to take place during lessons.

Pupils are grouped to reflect their ability and need. Teaching staff will always differentiate and challenge to ensure each pupil learns and develops effectively and swiftly.

Support for improving social and emotional development

As a school we put a lot into raising the social and emotional development of all of our pupils. This starts with creating an open, honest and secure relationship within the class or group.

Children know they can share any concerns they have with any member of staff who will do their utmost to support the pupils and/or refer to the appropriate person within school.

How we involve other professional bodies

Woodsetton welcomes input from other professionals such as occupational therapists, speech and language therapists and other organisations who may work

with the child or family. They may come into to observe, support and give strategies for us to employ in our teaching and learning.

In addition, our HLTAs and Senior Leaders provide support and work with our families and other professional agencies to help enhance the outcomes for all our children.

As a school we have good links with our Local Authority and local schools. We actively seek opportunities to support children within our local community through integration opportunities at local schools and transition programmes to Sutton (MLD secondary school).

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to provision at Woodsetton?

The complaints procedure is available on the school website or can be obtained directly from the school office.

Key Contacts for concerns or questions

Headteacher: Mrs K Beer

Acting Deputy Headteachers: Mrs S Allen and Mrs C Harding

Office Manager: Mrs S Davies

Chair of Governors: Mr G Byrne

For further information please see the Woodsetton Local Offer on our school website.