



# **Woodland View Primary School and Nursery**

## **SEND Information Report**

**September 2024**



**Welcome to Woodland View Primary School's SEND information report. We are a mainstream school which welcomes children with special educational needs and disabilities. We want all children at Woodland View to feel equal and included in every aspect of school life. The views and feelings of every child are respected and valued by all adults and pupils. We have high expectations for all our children and make appropriate**

adaptations to meet their individual needs. We embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

<b>What kinds of Special Educational Needs are provided for at Woodland View Primary School?</b>	<p>The four main areas of need as outlined in The Code of Practice 2015:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction Needs</li> <li>• Cognition and Learning Needs</li> <li>• Social, Emotional and Mental Health Needs</li> <li>• Sensory and/or Physical Needs</li> </ul>
<b>How do we identify children with Special Educational Needs and Disabilities (SEND) and how do we assess their needs?</b>	<p>At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:  <i>“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:</i>  a) <i>has a significantly greater difficulty in learning than the majority of others the same age, or</i>  b) <i>has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.”</i></p> <p>The class teacher monitors all children continually and assesses them half termly identifying any children who have not made the expected level of progress. Where pupils’ progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made.</p>
<b>Who is the Special Educational Needs Coordinator (SENDCO) at Woodland View?</b>	<p><b>Mrs. Rachael Stewart is SENDCO.</b>  You can contact her via:  The school office on 01623 487087  Email: <a href="mailto:sendco@woodlandview.notts.sch.uk">sendco@woodlandview.notts.sch.uk</a></p>
<b>How do we consult parents and carers of children with SEND and involve them in their child’s education?</b>	<p>At Woodland View, we value the importance of building positive relationships with parents and families within our school community.</p> <ul style="list-style-type: none"> <li>• Your child’s class teacher, in the first instance, is available to talk to you about your child's progress or any concerns you may have and also to share information about what is working well at home and school. The SENDCO is also available to discuss any concerns or worries you may have. Please use the contact information above if you would like to arrange a meeting.</li> <li>• Mrs Stewart is also our Family Support Worker and Mrs Stewart and Mrs Kenworthy are Attendance officers. They are available to speak to parents and carers in the morning. Mrs Stewart and Mrs Kenworthy will support families who have poor attendance and they will work alongside parents and carers to improve this. They also support children to access their learning and to have positive learning experiences in school.</li> <li>• Where a pupil is identified as needing SEND Support we will set individual targets and create a Learning Support Plan. Parents/Carers are informed and they are part of the review process at parents’ evenings.</li> <li>• Information from other professionals will be shared with you and you will receive a copy of the report.</li> </ul>

	<ul style="list-style-type: none"> <li>If your child has an Education and Health Care Plan (EHCP) you will be invited to an annual review.</li> </ul>
<b>How do we consult children with SEND and how do we involve them in their education?</b>	<p>All children including children with SEND are encouraged to share their views about their education, progress and individual targets. The children are involved in setting and reviewing their targets with their class teacher and support team.</p> <p>Children with an EHCP are invited to contribute their views in their annual review meeting and they can either attend the meeting in person or send their views to be shared on their behalf.</p>
<b>How do we assess and review children's progress towards their outcomes and how do we evaluate how effective their provision has been?</b>	<p>We aim to identify children with SEND as early as possible following a graduated response using the four part cycle of:</p> <div data-bbox="810 416 1323 660" data-label="Diagram"> <pre> graph TD     Assess[Assess] --&gt; Plan[Plan]     Plan --&gt; Do[Do]     Do --&gt; Review[Review]     Review --&gt; Assess </pre> </div> <p><b>Assess</b> - We will assess the pupil's needs by taking into consideration all the information from discussions with the child, their parents/carers, the class teacher and assessments.</p> <p><b>Plan</b> -The team around the child will plan any interventions and support that need to be put in place to meet the child's needs and for them to make progress.</p> <p><b>Do</b> - The team around the child will implement the support plan for an agreed period of time. The support plan could include: in class support, small group support, 1-1 support, specific interventions or outside agency support.</p> <p><b>Review</b> - The team around the child, including parents and the child, will meet to discuss the effectiveness and impact the interventions and support have had. A review of the progress the child has made will also take place and then the cycle will begin again if necessary to continue to provide appropriate support for the child.</p> <p>In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher each term, and the SENDCO, to review the short-term targets and to discuss the progress your child has made. Obviously, we also encourage an "open door" approach whereby class teachers and the SENDCO are accessible at the end of the day.</p> <ul style="list-style-type: none"> <li>Your child's progress will be continually monitored by his/her class teacher.</li> <li>His/her progress will be reviewed formally and tracked by the SENDCO every term in reading, writing and maths. Through parent consultations and end of year reports, teachers will share their attainment against age related expectations and the level of progress they have made.</li> <li>At the end of key stage 2, all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.</li> </ul>

	<ul style="list-style-type: none"> <li>Where necessary, children will have a Learning Support Plan based on specific targets set to meet their individual needs with the intention of supporting and accelerating their learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.</li> <li>The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's plan.</li> <li>The SENDCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place.</li> <li>Regular book looks and lesson visits will be carried out by the SENDCO, subject leaders and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is excellent.</li> </ul>
<b>How will we support children with SEND who join our school?</b>	<p>We recognise that transition can be difficult for some children with SEND so we take steps to ensure their transitions are as smooth as possible.</p> <ul style="list-style-type: none"> <li>We will work closely with your child's previous nursery or school setting and gather as much information as we can about your child from all the professionals involved.</li> <li>We will arrange to meet you and your child in your home setting if appropriate.</li> <li>We will invite you to come and visit Woodland View Primary school with your child.</li> </ul>
<b>How will we support children with SEND as they move to a new year group?</b>	<p>We understand that changing classes, year groups and teachers can be daunting for some children with SEND.</p> <ul style="list-style-type: none"> <li>We will create transition resources and visits to your child's new classroom, teacher and teaching assistants, where necessary.</li> <li>We will pass on information to the new team around your child to ensure they are fully aware of your child's SEND.</li> <li>Your child will spend transition time with their new class before the Summer holidays.</li> </ul>
<b>How will we support children with SEND when they transfer to secondary school?</b>	<p>When your child has been allocated a place at a secondary school, our SENDCO will start to liaise with their SENDCO.</p> <ul style="list-style-type: none"> <li>We will meet with the SEN team at the secondary school to share information and discuss the provision and support that we have put in place for your child.</li> <li>We will arrange extra visits to the secondary school if necessary.</li> <li>We will arrange for outside agency support to be put in place if we feel that your child would benefit from this.</li> <li>We will create transition booklets to support your child so they can become familiar with the new buildings, routines and timetables.</li> </ul>
<b>How do we help to support and prepare children for adulthood?</b>	<p><b>The Woodland View Primary School vision is:</b></p> <p>At Woodland View Primary School, our first priority is to nurture our children to become successful, happy and respectful individuals who leave us with a love of learning and the tools they need to thrive in modern Britain or anywhere else in the world that they choose to live!</p>

	<p>As a staff and Governors, we are going to take risks, make mistakes to learn from and take pride in our school as that is exactly the behaviour we want to model for our children.</p> <p>Our other priority is to build a school that is the hub of the community that uses trust, support and consistency to forge strong links with our parents and that has high expectations and delivers on our promises to the families of Huthwaite.</p> <p>Our pupils want a place for learning, a place for friendship and a place to be happy which is something that we will strive to provide. Woodland View will be the place that they grow into independent, young people with positive attitudes.</p> <p><b>The British values are:</b>  Democracy  The rule of law  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs</p> <p>In school these values are promoted throughout at all times and in all curriculum areas and form a key part of our expectations of children, parents and staff. We all try our best to follow our rules which are: <b>Be safe, Be respectful, and Be aspirational.</b></p>
<p><b>How do we teach children with SEND?</b></p>	<p>All children are part of a mainstream class and have access to high quality first teaching alongside their peers. If a learner is identified as having an SEND, we will provide support that is <b>additional to</b> or <b>different from</b> the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out based on the individual needs of the pupil and will follow the graduated response cycle:</p> <div data-bbox="817 973 1332 1252" data-label="Diagram"> <pre> graph TD     Assess[Assess] --&gt; Plan[Plan]     Plan --&gt; Do[Do]     Do --&gt; Review[Review]     Review --&gt; Assess </pre> </div>
<p><b>How do we adapt the curriculum and learning environment</b></p>	<p>Children's needs are identified and reviewed regularly to enable us to meet their individual needs. The school environment, including classrooms are continuously adapted to meet the varying needs of the children at Woodland View. We have a nurture space where interventions take place including a sensory room. All of these spaces are calm, quiet and can be adapted to meet the needs of the children who are using them. Each classroom has a quiet space (a hub) or a reading area</p>

<b>for children with SEND?</b>	where children can go independently for time out or to self-regulate. Some children may require an individual workstation within their classroom and this would enable them to access the high-quality teaching from their class teacher whilst having a space of their own.
<b>What additional support for learning is available in school for children with SEND?</b>	<p>We have a large range of high quality interventions delivered by experienced staff members. These include:</p> <ul style="list-style-type: none"> <li>• Switch on Reading and Writing</li> <li>• Phonics</li> <li>• Pre-teach for Maths, Reading and Writing</li> <li>• Attention and Listening</li> <li>• Attention and Autism</li> <li>• Speech &amp; Language</li> <li>• Makaton signs &amp; symbols</li> <li>• Anger management</li> <li>• Lego Therapy</li> <li>• Nurture groups</li> <li>• Sensory room sessions</li> <li>• Friendship groups</li> <li>• Talk and draw</li> <li>• Solihull training for family support</li> <li>• Funfit</li> <li>• Dough Disco</li> <li>• Thrive</li> <li>• Bereavement</li> </ul>
<b>How will staff across the school support my child?</b>	<p><b>The Class Teacher:</b> Responsible for...</p> <ul style="list-style-type: none"> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENDCO) know as necessary.</li> <li>• Writing individual targets and an Individual Learning Support Plan and sharing and reviewing these with parents once each term.</li> <li>• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul> <p><b>The SENDCO: Mrs. Rachael Stewart</b> Responsible for</p> <ul style="list-style-type: none"> <li>• Providing professional guidance to colleagues and works closely with staff, parents and other agencies.</li> <li>• Writing SEND Information Report which must be published on the setting website and updated annually.</li> <li>• Overseeing day to day operation of the school's SEND policy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Co-ordinating provision for children with SEND.</li> <li>• Advising on a graduated approach to provide SEND Support.</li> <li>• Liaising with parents of pupils with SEND regularly.</li> <li>• Liaising with a range of external agencies including the autism team, school health, mental health team, behaviour partnership, educational psychology, behaviour support, learning support team and paediatricians.</li> <li>• Managing the EHCPs.</li> <li>• Managing the transition process all the way through to secondary.</li> <li>• Ensuring school keeps the records of pupils with SEND up to date.</li> <li>• Working with head teachers and school governors with regards to reasonable adjustments and access arrangements.</li> </ul> <p><b>The SEND Governor: Sarah Sayer</b> Responsible for</p> <ul style="list-style-type: none"> <li>• Making sure that the necessary support is given for any child with SEND who attends the school.</li> <li>• Supporting and challenging the Head teacher and SENDCO with regards to SEND within the school.</li> </ul>
<p><b>How are the staff in school supported to work with children with SEND and what training do they have?</b></p>	<p>Mrs. Rachael Stewart has been the SENDCO at Woodland View since February 2024. Mrs. Stewart has taught for over 19 years at Woodland View and has experience of teaching children from Nursery up to Year 6. Mrs. Stewart attends all the Nottinghamshire County and Transform Trust SENDCO training events. She is undertaking the NPQ SEND qualification from October 2024. All teachers are trained to deliver quality first teaching to all children, including those with SEND. Once the school have identified the needs of the children with SEND, the SENDCO and Senior Leadership Team decide what training and support is required. We have ongoing CPD opportunities for <b>all</b> staff throughout the year. We work closely with outside agencies to provide training and support to school staff. Our current training has included:</p> <ul style="list-style-type: none"> <li>• Switch on Reading and Writing</li> <li>• Phonics</li> <li>• Pre-teach for Maths, Reading and Writing</li> <li>• Attention and Listening</li> <li>• Attention and Autism</li> <li>• Speech &amp; Language</li> <li>• Makaton signs &amp; symbols</li> <li>• Anger management</li> <li>• Lego Therapy</li> <li>• Nurture groups</li> <li>• Sensory room sessions</li> <li>• Friendship groups</li> <li>• Talk and draw</li> <li>• Solihull training for family support</li> <li>• Funfit</li> </ul>

	<ul style="list-style-type: none"> <li>• Dough Disco</li> <li>• Thrive</li> <li>• BereavementBasic First Aid</li> <li>• Attachment Training</li> <li>• ACES (Adverse Childhood Experiences)</li> <li>• Routes to inclusion</li> <li>• Provision Map writing</li> <li>• Developing expertise in behaviour</li> <li>• Scaffolding learning</li> <li>• Personalised Curriculums</li> <li>• Adaptations to lessons</li> <li>• BSquared Training</li> </ul>
<b>How will equipment and facilities to support children with SEN be secured?</b>	<p>The school budget, received from Transform Multi Academy Trust, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs in consultation with the school governors on the basis of needs in the school.</p> <p>The Head Teacher and the SENDCO discuss all the information they have about SEND in the school and use this to decide what resources, training and support is needed.</p> <p><b>AFN/HLN funding:</b></p> <p>Some children will be identified as requiring additional support so the SENDCO will apply to the Ashfield Family of Schools for Additional Funding Needs (AFN) from a budget which is shared between all schools in the Ashfield family. Some children will be identified as requiring further specific additional support so the SENDCO will apply to Nottinghamshire County Council for additional funding called Higher Level Needs funding (HLN).</p> <p><b>EHCP:</b></p> <p>Some children will have an Education, Health and Care Plan (EHCP) which will outline any additional support specific to the needs of the child. The effectiveness of the support provided through the EHCP will be reviewed annually. Funding for the EHCP has to be applied for as above.</p>
<b>How are children with SEND able to engage in activities available with children in school who do not have SEND?</b>	<p>We believe that all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on a risk assessment for that activity. All children are encouraged to participate in a range of school trips, activities and residential trips. Any individual risk assessments necessary are compiled by our class teachers, SENDCo, Evolve and Elite Health and Safety. All staff must read and sign the risk assessments before activities take place.</p> <p>Our Pupil Leadership Team use pupil voice to gather information about the views of <b>all</b> children in school.</p>
<b>What support will there be for my child's social and emotional</b>	<p>The emotional health and well-being of <b>every</b> child at Woodland View is extremely important to us. We work closely with the whole team around a child to ensure we meet their individual needs. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.</p>



<b>development and overall well-being?</b>	<ul style="list-style-type: none"> <li>• Nurture lunch sessions</li> <li>• Social awareness games and activities</li> <li>• Calm corner (Children can complete a slip in their class to request 'time to talk' 1:1 with an adult.)</li> <li>• Well-being interventions</li> <li>• Nurture groups</li> <li>• Lego therapy, Drawing &amp; talking and Friendship group sessions</li> <li>• Individualised programmes of work specific to the child – monitored by the Routes to Inclusion framework</li> <li>• Access to external agencies and professionals to follow their advice</li> <li>• All Teaching Assistants trained in how to support pupils' well-being</li> <li>• Pastoral and Safeguarding team who work closely with the whole team around each child</li> <li>• Access to MHST (Mental Health Support Team) who work with individual children and families to provide support</li> </ul> <p>The school benefits from a Behaviour Policy with clear rewards and consequences and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to parents its core principles regarding inappropriate behaviours and bullying.</p>
<b>How does school manage the administration of medicines?</b>	<p>Any pupils with additional medical needs are well catered for at Woodland View Primary School. All medical requirements are requested from parents prior to admission and these are added to the child's information file on Arbor. All medicines are labelled and kept in a locked cupboard that are accessible to appropriate members of staff. Written records are kept of all medicines administered to children. For those pupils needing more support, we complete an Individual Health Care Plan which is reviewed annually with parents, staff and SENDCo.</p>
<b>What are the admission arrangements for children with a disability?</b>	<p>Please refer to the Nottinghamshire County Council admissions policy <a href="https://www.nottinghamshire.gov.uk/education/school-admissions">https://www.nottinghamshire.gov.uk/education/school-admissions</a> and Woodland View Primary School's Admission Policy for the current academic year.</p>
<b>How accessible is the school for children with disabilities?</b>	<ul style="list-style-type: none"> <li>• The school is fully compliant with the Disability Discrimination Act (DDA) requirements.</li> <li>• The school is on a split-level with easy access, double doors, wall rails on stairs, handles and a lift.</li> <li>• There are two disabled toilets, one with changing bed facilities and with showering facilities.</li> <li>• We ensure wherever possible that equipment used is accessible to all children regardless of their needs.</li> <li>• After-school provision is accessible to all children, including those with SEND.</li> <li>• Extra-curricular activities are accessible for children with SEND.</li> <li>• The school has an up to date accessibility plan which is considered each year and whenever there is building work. Please refer to the school website for a copy of the accessibility plan.</li> </ul>

<p><b>Which outside agencies provide support to meet the needs of children with SEND in school and to support their families?</b></p>	<p><b>Local Authority provision available:</b></p> <ul style="list-style-type: none"> <li>• Autism Team</li> <li>• Educational Psychology Service</li> <li>• Behaviour Support Team</li> <li>• Visual Impairment Team</li> <li>• Learning Support Team</li> <li>• Hearing Impairment Team</li> <li>• Speech and Language Therapy</li> <li>• Ask Us Nottinghamshire</li> </ul> <p><b>Health Provision available:</b></p> <ul style="list-style-type: none"> <li>• School nurse</li> <li>• Paediatrician support</li> <li>• MHST (Mental Health Support Team)</li> </ul> <p><b>Transform Trust Provision available:</b></p> <ul style="list-style-type: none"> <li>• SENDCO network meetings</li> <li>• CPD opportunities for all staff</li> <li>• Support from SEND guardian</li> </ul> <p>We work closely with families to help signpost them to additional services and support. If an outside agency is considered to provide support to a child then we will always obtain written parental consent. Parents/carers will be kept informed of any feedback and we will share written reports where appropriate.</p> <p>Parents/Carers of children with SEND can also access the 'Ask Us Nottinghamshire' website <a href="http://www.askusnotts.org.uk">www.askusnotts.org.uk</a> and helpline <a href="tel:08001217772">0800 121 7772</a> for specialist information and advice.</p> <p>Parents can also self-refer into CAMHs for Mental Health support <a href="https://www.nottinghamshirehealthcare.nhs.uk/camhs-self-referral/">https://www.nottinghamshirehealthcare.nhs.uk/camhs-self-referral/</a></p> <p>Parents can contact CAMHS Single Point of Access (SPA) on 0115 854 2299 if you want to discuss a referral, or support during the above hours.</p> <p>If you have immediate concerns about your safety or safety of the person you are referring, you can contact SPA on the number above on weekdays until 6pm. Outside of these hours, contact CAMHS Crisis Team on 0808 196 3779 , choosing 'Option 1', Monday-Friday 6pm-10pm, weekends and bank holidays 10am-6pm. Please go to your local A&amp;E outside of these hours.</p>
<p><b>How can I make a complaint about the SEND provision at school?</b></p>	<p>We always try to do our very best to work with parents/carers and listen to any concerns you may have. We therefore ask that you contact your child's class teacher first and if you feel the matter is unresolved you can also speak to Mrs Stewart (SENDCO) or Mr Ratcliffe (Head Teacher). However, if a parent/carer continues to be unhappy about the provision for their child then a formal complaint can be made to the Chair of Governors Sarah Sayer by following the school complaint policy.</p>

<b>Who support services can I contact if I need help, advice or support for my child with SEND?</b>	<ul style="list-style-type: none"> <li>• Ask Us Nottinghamshire: <a href="http://www.askusnotts.org.uk">www.askusnotts.org.uk</a> or call them on 0800 121 7772</li> <li>• The Government guide for Parents and Carers: <a href="https://www.gov.uk/government/publications/send-guide-for-parents-and-carers">https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</a></li> <li>• The National Autistic Society: <a href="https://www.autism.org.uk/about/family-life/parents-carers.aspx">https://www.autism.org.uk/about/family-life/parents-carers.aspx</a></li> <li>• CAMHs for Mental Health support <a href="https://www.nottinghamshirehealthcare.nhs.uk/camhs-self-referral/">https://www.nottinghamshirehealthcare.nhs.uk/camhs-self-referral/</a></li> </ul>
<b>Who can I contact in school and talk to if I have concerns about my child?</b>	<ul style="list-style-type: none"> <li>• The Class Teacher</li> <li>• Mrs Rachael Stewart (SENDCO)</li> <li>• Mr Ratcliffe (Head Teacher)</li> <li>• Miss Millin (Assistant Head Teacher)</li> <li>• Miss Bogunovic (Assistant Head Teacher)</li> <li>• Mrs Kenworthy (Attendance Officers)</li> </ul>

Review date September 2025