

Woodcroft Primary School **SEND Information Report 2022**

SENCo - Ms Kay Vanner

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Introduction

This SEND Information Report is part of the Local Offer for learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website, and updated annually or sooner if required, about the implementation of the governing body's policy for pupils with SEND.

The information required is set out in the SEND Code of Practice 0-25yrs, which can be found [here](#).

Our Approach to Teaching Learners with SEND

At Woodcroft Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

Our Ethos

'Together Towards Success'

Together we aim for all pupils, parents/carers and staff, to increase their participation within our school. This is achieved through the development of inclusive cultures, policies and practices that take account of disability, race and gender to create a secure and accepting community where everyone feels valued.

Towards an outstanding school with a balanced curriculum that inspires all pupils through enriching and creative learning experience. We respond to the diversity of need through our commitment to equality; overcoming potential barriers and setting appropriate learning challenges.

Success is expected for every pupil. They should aspire to achieve their dreams, recognising personal strengths while celebrating the achievements of others; both within the school and its wider community.

How we use High Quality Teaching

We value high quality teaching for all our learners which is appropriately differentiated for individual pupils where necessary. All teaching staff are monitored by the Leadership Team to ensure that there is high quality teaching and learning.

Our monitoring ensures that:

- all staff must have the highest aspirations for all children;
- lessons have clear learning objectives/outcomes and all learning activities within class are planned and differentiated at an appropriate level. This enables all children to access learning according to their specific needs;
- teaching assistants are used to support children and the teacher in a variety of ways
- support staff can implement the teachers' modified/adapted planning to support the needs of children where necessary;
- children have access to resources according to their need;
- teachers use a visual timetable;
- to maximise learning, sometimes children work in small groups or one to one outside the classroom;
- and wherever practicable, the school environment is modified and adapted to meet the needs of pupils. This includes accessing specialist equipment if needed. Woodcroft has disabled toilets, ramps and lifts to enable a wheelchair user to access different levels of the school.

To ensure the best outcomes for children:

- the school provides training and support to enable all staff to improve the Teaching and Learning of all children, including those with SEND;
- individual teachers and support staff have the opportunity to attend training courses run by outside agencies that are relevant to the needs of specific children in their class;
- outside agencies such as Advisory Teachers, Educational Psychologists come into school and give staff advice and training;
- and the NHS Speech & Language therapist visits termly to assess and plan support for targeted pupils. The SALT gives training to Teaching Assistants. These programmes are then delivered by the Teaching Assistant under supervision of the therapist and SENCo

Our school improvement plan is about developing learning for all and planned continued professional development (CPD) opportunities for all staff. Our **School Improvement Plan can be found here:** [📄 SIP 2022 -23 School Improvement and Development Plan](#)

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) **have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) **(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEND, we will provide a provision that is ‘additional to or different from [Barnet’s Ordinarily Available](#), which is intended to overcome the barrier to their learning.

The identification of children with SEND starts at the entry level of attainment at Woodcroft. We will monitor the progress and development of all children. All children will have access to High Quality Teaching and differentiated learning opportunities in class. Our aim is to identify children who may have SEND by referring to:

- concerns raised by parents/carers and class teachers
- outcomes from assessments; observations, pupil progress reviews, attainment and behaviour
- if pupils are performing significantly slower than their peers and are not achieving expected rates of progress
- liaisons with outside agencies
- assessments received from specialists
- information from previous placements or LA.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may have English as an additional language and not speak it very well or at all, they may be worried about different things that distract them from learning. At Woodcroft Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with an additional need that requires special educational provision will be identified as having SEND.

If you have any concerns regarding your child’s progress, please speak to your child’s class teacher or contact Ms Vanner (SENCo) via the school phone number (020 8959 3244) or email (kvanner@woodcroft.barnet.sch.uk)

Assessing SEND at Woodcroft Primary School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Woodcroft Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENCO) will support the identification of barriers to learning.

At Woodcroft we can use a range of assessment tools which include:

The Dyslexia Portfolio

The Boxall Profile

The York Assessment for Reading and Comprehension (YARC)

Cognitive Attainment Testing (CAT)

British Picture Vocabulary Scale (BPVS)
Non-Verbal Reasoning (NVR)
Barnet SEN Identification Checklists

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Barnet Council, which are described on the Local Offer website available [here](#).

At Woodcroft Primary School have also commissioned support from:

Educational Psychologist – 20 sessions a year
Counsellor (Provided by Rephael House) – 1 day per week
SEN Consultant (SEN Assessment and Analysis) – as required
Family Support Worker – 1 day per week

(1 session = 3 hours)

We also utilise other outside agencies when specific support is required. Outside agencies include:

- Early Help Team
- Educational Welfare officer
- Multi-Agency Safeguarding Hub (MASH)
- Paediatrics services
- Social services
- Virtual school

What we do to Support Learners with SEND at Woodcroft Primary School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations of all teachers, and we at Woodcroft Primary are proud of our Teachers and their development. [The Teacher standards are available here](#).

Our Teachers will use various strategies to adapt access to the curriculum. These are outlined here as [Normally Available Classroom Strategies](#)

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' the normal curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on our **Intervention Menu**, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Woodcroft Primary school to support learners with SEND across the year groups. We modify the Intervention Menu regularly, and it changes every year, as our learners and their needs change. [The Intervention Menu is available here](#).

In addition to targeted interventions on our intervention menu, other provisions given can be dependent on the 4 areas of need. These are outlined below:

1. Cognition and Learning

- EP involvement
- 1:1 support with a differentiated curriculum to meet complex needs
- Access to ICT and alternative methods of recording
- Access to Inclusion Advisory Team and Barnet Education and Learning Service

2. Communication and Interaction

- Access to NELFT Speech and Language Therapist
 - Additional TA support in class, small groups and 1:1
 - Colourful semantics
 - Shape coding
 - Speech and Language Tool-kit
 - Access to Inclusion Advisory Team
 - Access to Autism Advisory Service
 - Individual visual timetables
 - Access to alternative communication systems e.g. PECS, assistive technology
 - Access to individual work stations
- Attention Autism activities e.g. Bucket Time

3. Social, Emotional and Mental Health

- Identification and assessment tools in school
 - Additional support and advice from outside agencies e.g. IAT, Barnet Integrated Clinical services (BICS), CAMHS (Child & Adolescent Mental Health Service)
 - Access to a school counsellor one day a week
 - Lunch clubs with the Learning Mentor
- Pastoral support with SENCo
- Behaviour Support Plans
 - Monitoring and support during playtimes and lunchtimes
 - Identified 'safe places' in class and around school

4. Physical and Sensory

- Access to soft play in Saplings room
 - Access to various fine motor skill tools e.g. stabile pens, pencil/pen grips
- Access to various gross motor skill activities
- Sensory Circuits
- Access to fidget toys, chew toys, wobble cushions, ear defenders
- Access to hearing impairment and visually impairment teams
- Occupational Therapy team
- School Nurse

Our Intervention Provision is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Woodcroft Primary school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions and additional support for learners with SEND.

At Woodcroft, we use the graduated approach described by the SEN Code of Practice as a 'cycle through which decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs. The graduated approach cycle involves assess, plan, do and review stages.

How Woodcroft approaches each stage is explained below:

1. Assess:

We use assessments to give a clear understanding of the pupil's strengths and needs. Various assessments are used to give information to enable the identity of specific areas of needs and gaps in the pupil's learning and development. In addition, these assessments clarify what the barriers to learning may be. Views of the parent/carer and pupil and where applicable, advice from outside agencies are taken into consideration at this stage.

2. Plan:

When the specific areas of need and gaps in learning have been identified, additional or different provisions targeted at these areas are planned for. Parents/carers are notified that a pupil needs SEND support. Through co-production - Individual Learning Support plans are drawn up.

The Learning Support Plan will contain the following information:

- pupil's areas of concern/strength;
- pupil's needs;

Strategies used to support
Parent/carers views

- short-term targets and desired outcomes set;
- details of targeted provision;
- and outcomes review date set.

Learning support plans are discussed, finalised and can be shared online with parents/carers. The plan for targeted provision is discussed with the pupil so they are aware of what the expected outcomes are. A date to check progress and evaluate support in school is set.

3. Do

The class teachers provide high quality teaching appropriately adapting for individual pupils. SENCo will support staff giving advice for additional adaptations or differentiation in the class.

Targeted provision includes:

- support with differentiated work in the classroom;
- small group work focusing on targeted areas of need;
- specific individual support from the school or external experts;
- and support delivered by trained and skilled staff.

Specific intervention/support programmes will be timetabled and implemented with highly skilled staff. These programmes are monitored by the class teacher and SENCo. Staff working with a pupil with SEND will be made aware of any teaching strategies or approaches that are required. The class teacher is responsible for all pupils on a daily basis. The class teacher works closely with support staff and assesses the impact of the support in the classroom

4. Review

Children, Parents/carers and teachers and support staff will be directly involved in reviewing progress. A child's progress is continually monitored by the class teacher. The class teacher and teaching assistant who work together closely and will liaise regularly to discuss how children are progressing within class and/or when working in a small group. The Individual Learning Support Plans are working documents and are reviewed up to three times a year. Intervention support is assessed before starting a programme, monitored for the duration of the intervention and a closing assessment is completed at the end. Outcomes of targeted intervention/provision is discussed with the parent/carer at the planned review meeting – or before if needed. The Learning Support Plan review gives information for the next step with supporting the child. If a pupil continues to make less than the expected progress, despite the evidence-based support, the school may need to involve outside agencies.

If a child has an Education, Health Care plan, the progress towards long term outcomes and steps towards, is formally reviewed at an Annual Review with all adults involved with the child's education.

Pupil progress meetings/discussions are held between class teachers and a member of SLT to monitor and review children's progress throughout the year.

The SENCO collates and reviews the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We also moderate our data with local schools to ensure that our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. At Woodcroft Primary school we are offering a range of additional clubs and activities. These can be found on our website.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the Headteacher to discuss specific requirements.

All staff at Woodcroft Primary school have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please review our school Equality Policy.

Preparing for the next step

Transition is a part of life for all learners. This can be transitioning to a new class in school, having a new teacher, or moving on to another school. Woodcroft Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Woodcroft recognises that transitions can be difficult for a child with SEND. We take steps to ensure that the transition is as smooth as possible.

Joining us in Nursery/Reception

- All Nursery/reception parents and children have an opportunity to meet our Early Years Staff at a specified meeting.
- Any concerns and/or information about SEND will be discussed and passed on to the SENCo.
- Any outside agencies should contact the school and arrange a meeting to discuss the child with the parent/carer, SENCo and Early Years staff at the school.
- An appropriate programme of settling the child is discussed and implemented.
- Any resources required to support the needs of the child are organised.
- If the child is joining us from another setting, information from the previous setting will be sought.

Joining us from another school

- The SENCo will liaise with the child's previous school.
- The child's school will send any records of information to Woodcroft.
- If appropriate members of the SEND team will visit the child at his/her school
- Visits can be planned according to need to ease the transition. If the child has an EHC plan, Barnet needs to be informed and they will liaise with us about having the provision to meet the needs of the child. The Head Teacher and SENCo will meet the parent/carer and child to discuss the EHC plan. The transition will be according to need.

Moving on to the next class

- Meetings are held in the Summer term with present staff and the following staff to discuss all children. Information on children with SEND is passed on.

- A 'Meet your new teacher' morning session is planned in the summer term. Additional visits to the new class/teacher can be arranged.
- If needed, a transition booklet with visual aids is given to the parent/carer and child to discuss at home and prepare the child for his/her new class and possible new routines.

Moving on to another School

- The SENCo or Learning Mentor will liaise with the next school
- Woodcroft will send any records of information on to the next school.
- If the child has an EHC plan, the SENCo will inform Barnet.
- In Year 6, for a child with an EHC plan, the SENCo of the secondary school is invited to the Annual Review – to meet the pupil, parents/carers and discuss the needs and a transition plan.

Have your say

Woodcroft Primary School is your community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND information report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' provision for SEND.

This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer.

The best people to contact are:

Richard Burrows - Chair of Governors
 Carol Price - SEND Governor
 Kay Vanner - Assistant Head/ SENCO
 Craig Tallon - Headteacher
 Sue Bennett – Educational Psychologist for Woodcroft
 Jill Smith – Family Support Coordinator for Woodcroft

The above people can be contacted via the Woodcroft Office:

Email: office@woodcroft.barnetmail.net

Tel: 02089593244

Letter: please indicate the intended recipient

If you have specific questions about the [Barnet Local Offer](#)

Contact:

SEN Assessment & Placement Team

Barnet Education and Learning Service

2 Bristol Avenue, Colindale, London NW9 4EW

Tel: 020 8359 4944/7007

Alternatively, if you think your child may have SEND please speak to your child's Class Teacher or contact Kay Vanner on 02089593244.

Complaints

If you are not satisfied with the SEND provision at Woodcroft please follow the complaints procedure as set out on page 13 of the Woodcroft School Brochure.

[The School Brochure can be found here.](#)

Useful links

Barnet Local Authority

<https://www.barnet.gov.uk/citizen-home>

Department for Education

<https://www.gov.uk/government/organisations/department-for-education>