

SEN Frequently Asked Questions

Frequently asked questions	Answers for Woodgate Primary Academy
1. How does the school know if children need extra help and what should I do if I think my child has special educational needs?	• Teachers in our school get to know the children in their class really well. • Teachers are aware of the average rates of progress for each year group they teach and frequently assess and monitor the progress of each individual against these norms. Termly progress meetings are held with the Headteacher, SENDCO and class teacher. • Teachers can raise any concerns they may have with the SENDCo (Special Educational Needs and disability Coordinator) at any time. • Parents may talk to the class teacher and/or SENDCO at any time if they have queries or concerns. The SENDCO is in school every Monday, Tuesday and Wednesday.
2. How will the school support my child?	• Each child in our school is treated as an individual and as such each individual's learning needs are assessed and supported as appropriate. • If a concern is raised a child may be placed at school alert and the graduated approach of assess, plan, do, review will begin. • If an Individual Support Plan (ISP) is deemed appropriate the class teacher and SENDCO will discuss a specific programme of support with the parents and the pupil concerned and the child will be placed on the SEND register. • The plan is reviewed and revised regularly as appropriate. • Outside agencies may be contacted for specialist advice.
3. How will the curriculum be matched to my child's needs	• Class teachers adapt teaching and learning to meet the needs of the individuals they teach. This means they also adapt their teaching and activity plans according to the needs of the class. • The core planning, together with the ISP will ensure that all learning needs are provided for.

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4. How will both you and I know how my child is doing and how will you help me to support my child's learning.	● Parent consultations are held in the Autumn and Spring terms at which you will be informed about your child's progress against the national standards and specific ISP targets. ● A written report is sent home in the Summer term. ● The class teachers and the SENDCO are always happy to meet with parents to discuss specific issues. N:B: it is advisable to make an appointment for these meetings. ● Homework is set by class teachers who will be happy to go through this with you. ● The school holds curriculum workshops with the aim of helping parents to support learning at home.
5. What support will there be for my child's overall well-being?	● The class teacher is the first port of call for any concerns you might have (according the SEN Code of Conduct 2014). ● We have an ESLA who will ensure that any emotional barriers to learning are addressed. ● Your child might be referred to an outside agency such as the School Nurse or the Family Link Worker for extra support but this will always be discussed with you first. ● You can also seek support from your own GP who can refer to other professional bodies with whom the school is happy to work. ● The school has a number of staff trained in first aid and there is a policy for administering medicines in school. ● Pupils are encouraged to get involved in taking responsibility for their own learning and setting their own targets. ● Wellbeing is addressed in class discussions, circle times and through assemblies.

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	• Children have forest schools sessions which is a great way of developing confidence and relationships. Some children may be offered this as additional forest school time. • The school uses the Zones of Regulation and the Colour Monster Book to help understand and regulate emotions. Staff and children follow the school rules and values. • Classes have regular circle time to help with personal and social development.
6. What specialist services are available at or can be accessed by the school?	• The SENDCO can signpost you to the most appropriate agency to support your child i.e. Speech & Language therapists; Educational Psychology; CAMHS (Child & Adolescent Mental Health) Learning and Behaviour Team, Autism and Social Communication, Early Help, School Nurse, Child Development Centre, Occupational therapy, Sensory Team, Pupil Entitlement and Fair Access etc. • The school employs a trained ELSA who works with children who are struggling to overcome emotional barriers to learning.
7. What training are the staff supporting children with SEND having or have had?	• Our SENDCO has her National Award for SEND accreditation. • Fully trained ELSA • Teachers and TAs attend inset and training to support quality first teaching in the classroom and more specific areas of need • TAs and teaching staff have training in therapeutic approaches to behaviour, Zones of regulation, speech and language, Number Stacks and • Understanding autism • Dyslexia DADIPA • Learning partners • Phonics • Safeguarding KCSIE/ FGM/ Prevent/ Online safety • Makaton • Trauma

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	• Many staff are first aid trained, asthma, anaphylaxis/ Epi pen training • Some staff have attended positive handling training.
8. How will my child be included in activities outside the classroom including school trips?	• We use visual timetables to prepare pupils for the day's work including any changes such as trips and other activities. • Early discussions with parents & pupils ensure that specific access arrangements can be put in place. • Pre-visit risk assessments take account of individual needs as well as health & safety requirements. Children are involved in discussing risk assessments. • Social stories/ photos help to prepare pupils for school trips and outings.
9. How accessible is the setting?	• The Governors regularly audit our facilities. • Our school is wheelchair user friendly, the school is all on one level.
10. How will the school; prepare and support my child to join the school and transfer to a new school?	• All pupils are invited to visit the school before taking up their place. • Prospective pupils joining the school in nursery or Year R are visited at their pre-school settings or at home in the summer term and a meeting is held for parents to ascertain specific areas of concern. • Woodgate has good relationships with the transition mentors at our local senior schools. These transition mentors usually come into school and work with the Year 6 pupils. • All our Year 6 pupils visit their designated senior schools and pupils with SEND are offered extra visits. • All appropriate paperwork is transferred to the receiving school and we contact the SENDCO from the receiving school. • Photo books, staff, pupil profiles and where appropriate social stories also support successful transition.

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11. How are the school's resources allocated and matched to pupil's special education needs	● Parents of pupils with an EHCP (Education, Health Care Plan) may be encouraged to apply for a personal budget. ● Resources are allocated according to need, particularly if the pupil requires specialist support.
12. How is the decision made about what type and how much support my child will receive?	● Discussions between the school and parents will help to decide what the pupil's specific needs are and how best to support them. ● The school accesses external agency advice, including the Children and Young Persons Planning Forum. ● Termly meetings take place with parents and staff (see above) to discuss progress and any adaptations to provision that is required, which may include support in class, in small groups and/or 1:1 work. ● The impact of intervention programmes is regularly monitored and measured by the SENDCO and will be reported to parents at formal and /or informal meetings.
13. How are parents involved in the school?	Parents at Woodgate Primary School are welcome to get involved in the school both through direct support for learning or through social and fundraising events. This can be done through; ● The PTA ● Becoming a Parent Governor ● Giving us your opinions - Parent questionnaires ● Attending Parent Consultations, Curriculum workshops etc. ● Being a volunteer reading or other helper. ● Running or helping to run an after school or lunchtime club.