

**The Woodland Federation Parents' Information
SEND information Report March 2024**

Dear Parents,

The Woodland Federation is committed to providing a child-focused and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We ensure that all children are equally valued in school and strive to eliminate prejudice and discrimination, and aim to provide an environment where all children can flourish and feel safe.

The Woodland Federation is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who come from many varied backgrounds.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

The information report below describes the way we aim to meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, communicating and interacting, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

You are welcome into school any time to discuss your child's needs.

Kind regards,

Sarah O'Reilly (SENDco for The Woodland Federation)

Introduction

All Derbyshire Local (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

- The *Children and Families Bill* will become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. [Link to the Local Offer](#)
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The SEND Local Offer is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.
- More information can be found on; [Link to Derbyshire SEND](#)
- [Link to school admissions](#)

The Woodland Federation SEN Information Report

This uses the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

Your Child has Special Educational Needs. What can we at The Woodland Federation offer you?

At The Woodland Federation, 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.

Please read the 13 questions and answers below for more information about the Local Offer from The Woodland Federation and how we can support your child.

1. Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

The class teachers are:

Great Hucklow: Mrs Brookes in Hazel (EYFS/KS1) and Mrs Lewis in Chestnut (KS2). Peak Forest: Miss George in Ash (EYFS/KS1) and Mr Kennedy in Aspen (KS2). Stoney Middleton: Mrs Board in Maple (EYFS/KS1) and Mrs O'Reilly in Sycamore (KS2).

They are responsible for

- 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 liaising with the Special Education Needs/Disabilities Co-ordinator (SEDdCo) if necessary.
- Writing Specific IEP Reports and sharing and reviewing these with parents in terms of the progress made and the effectiveness of the intervention. We also encourage and record how school, parents, pupils and outside agencies can work in partnership to ensure the child progress.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is embedded in classroom practice and for all the pupils they teach with any SEND.

As SENDCo Mrs O'Reilly is responsible for:

- Developing and reviewing the Federation's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).

- Ensuring that you are:
 1. encouraged to be an active partner and invited to work collaboratively with the school
 2. informed about the support your child is getting
 3. involved in the review process
- Preparing reports for annual reviews and organising and chairing
- Liaising with all the other agencies that may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the Federation's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure records of your child's progress and needs are kept.
- Ensuring that elements of the SEN code of practice (2014) are embedded in our practice.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Fostering co-operation and partnership with parents and other professions

As Executive Headteacher, Mrs Tomlinson is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Giving responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Susie Slade is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends a school in the Federation.

School contact numbers: 01298 871293 (Great Hucklow); 01298 22074 (Peak Forest) and 01433 630520 (Stoney Middleton)

2. What are the different types of support available for children with SEND in The Woodland Federation?

Class teacher input via excellent targeted classroom teaching

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class
- All teaching is built on what your child already knows, is able to do and understands.
- Different teaching methods and strategies are in place so that your child is fully involved in their learning, such as more practical hands-on learning, worked examples

- Specific strategies, which may be suggested by the SENDCO or outside agencies, are in place to support your child to learn
- Your child's teacher will have carefully checked on your child's progress and will have identified that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress

Specific group work

Interventions which may be run:

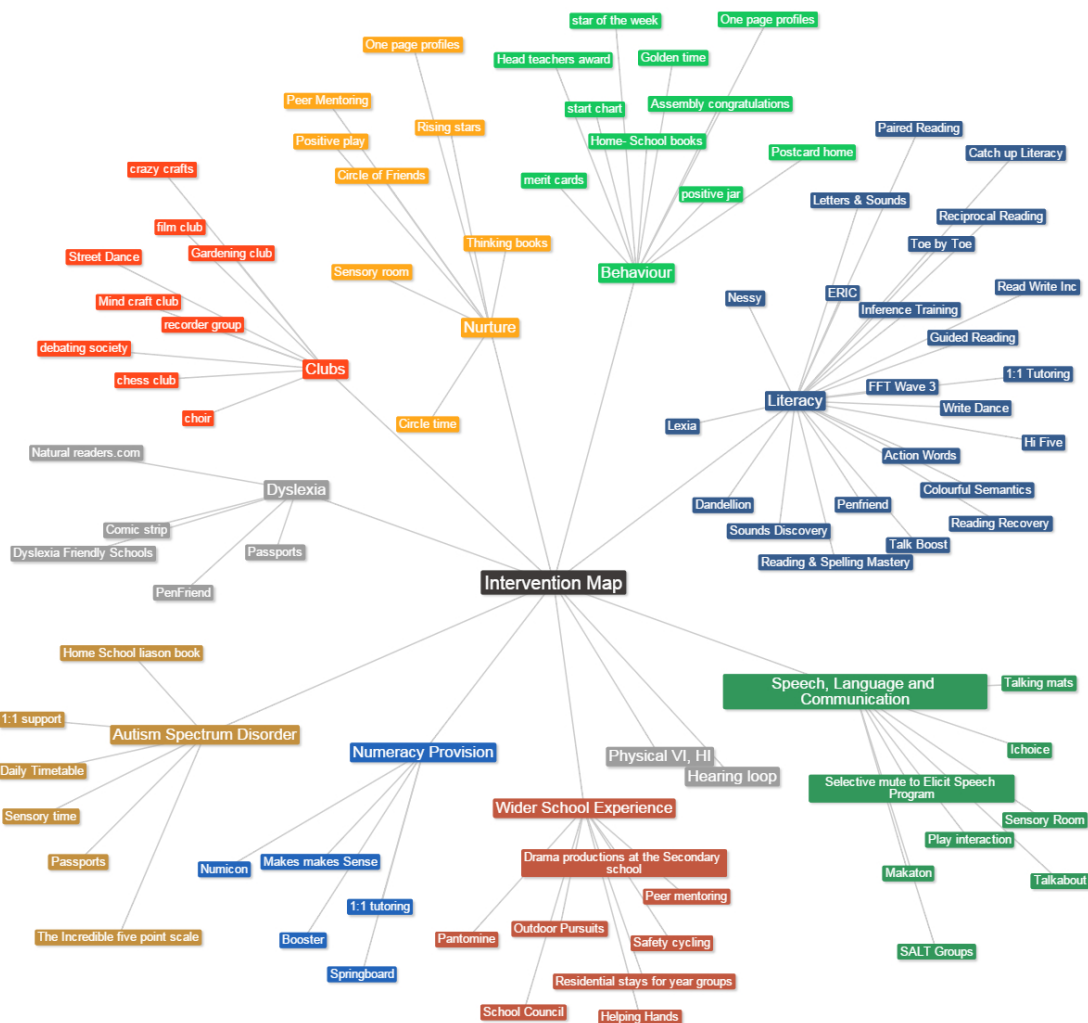
- in the classroom or outside
- by a teacher or a Teaching Assistant (TA)

Intervention Programmes at The Woodland Federation include: Maths and literacy booster clubs, Toe by Toe, Social stories and social skills activities, Starving the Anxiety Gremlin, Starving the Anger Gremlin, Beat Dyslexia, Positive Play Therapy, Lego Therapy, DCC Behaviour Box activities, DCC Sensory Toolkit, Motor Skills Utd, SALT activities, sensory circuits and action words.

Children at Great Hucklow and Stoney Middleton have access to a sensory room.

Interventions happen in waves, according to need. Not all children who receive interventions are identified as SEND. Some may only require a short intensive period of support to consolidate/ revise particular areas of learning.

The diagram below gives you an idea of how the interventions may be organised.



Specialist activities run by outside agencies (e.g. Speech and Language therapy, Behaviour Support)

- This means pupils have been identified by the parents/ SENDCO / class teacher as needing some extra specialist support in school from a professional outside the school.
- This may be from Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) or outside agencies such as the Education Psychology Service (EPS).

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself, understand your child’s particular needs better and be able to support them more effectively in school.
- The specialist professional will work with you, your child and their teacher to understand their needs and make recommendations as to ways to support your child to make progress and remove barriers to their learning.

3. How can I let the school know if I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, talk to your child's class teacher. If you continue to be concerned that your child is not making progress or you have other concerns, please speak to Mrs Board (Deputy Head), Mrs Tomlinson (Headteacher) or Mrs O'Reilly (SENDCo).

4. How do we identify children who may have SEND need?

The Code of Practice highlights the importance of early identification of SEND. If a child is identified as having some difficulties initially the class teacher will approach you to discuss these concerns. Working in partnership with parents is paramount to ensure that children who join the school, at any point, with any additional needs are identified and responded to quickly.

Pupil progress meetings are held formally. If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns that you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child's learning

If a parent raises a concern, a meeting will be arranged to devise a plan for monitoring the child and developing next steps.

5. How is extra support allocated to children and how do they progress in their learning?

The school budget received from Derbyshire Education Authority includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.

- The Head Teacher/ SENDCo decides on the deployment of resources for children with SEND in consultation with the class teachers and governors, on the basis of needs in the school.
- The Head Teacher /SENDCo discusses all the information they have about SEND with the class teachers in the school including;
 - The children getting extra support already
 - The children needing extra support
 - The children who have been identified as not making expected progress and for whom Specific Provision Reports are developed. These identify all resources / training and support needed for children with SEND, and are reviewed regularly.

6. Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers are responsible for planning high quality, inclusive lessons to address the needs of all pupils within the class setting. Work is adapted and amended to facilitate pupils' accessing the learning.
- Staff working with small groups or individual children.

- Small groups for interventions listed in our school offer.
- Staff offering support for children with emotional and social development through Positive Play and access to the sensory rooms at Great Hucklow and Stoney Middleton.

Multi Agency Provision including Local Authority Provision which may be delivered in school

- Support Service for children with Special Educational Needs (SSSEN)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Autism Outreach Service
- Behaviour Support Service
- Specialist Teachers for the hearing and visually impaired
- Parent Partnership
- Early Help Team

Health Provision which may be delivered in school

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians

7. How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCO's job is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies.
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class.

8. How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons and make adaptations according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Advice received from SSSEN where allocated

9. How will we measure the progress of your child in school?

Your child's progress is continually measured by their class teacher.

- Progress in Reading, Writing and Maths is formally assessed each term.
- Progress is monitored regularly by the Head Teacher / SENDCo and Class Teachers.
- At the end of KS1 (Year 2) pupils are teacher assessed and at the end of KS2 (Y6) all children are required to be formally assessed through SATs. At the end of Reception, they

are assessed against the Foundation Stage Early Learning Goals. At the end of nursery, they are assessed against Development matters.

- Where necessary, children will have an Individual Education Plan (IEP) based on areas of identified need. Working in partnership with parents, targets will be set for the child and they may also include targets that the parents wish to focus on at home, such as use of cutlery, riding a bike. Parents and pupils are actively encouraged to contribute to the target setting as equal partners. Progress against these targets will be reviewed regularly and future provision amended as necessary.
- The progress of children with funding will be formally reviewed annually where everyone involved in the partnership can celebrate success, set further targets and evaluate provision.
- The school will also check that your child is making good progress within individual work and targeted group work through:
 - book scrutiny
 - observations if thought necessary
 - data analysis

10. What support do we have for you as a parent of a child with a SEND?

- All parents/ cares are encouraged to be partners in their child's education
- The class teacher is available to discuss your child's progress, any concerns you have or to share information.
- The SENDCo (Mrs O'Reilly) is available to meet with you to discuss any concerns or worries you may have.
- All information from outside agencies / professionals will be shared with you by the person involved directly, or where this is not possible, in a report.
- You will be involved with setting new specific provision targets.

11. How are our schools accessible to children with SEND?

- We have an up to date SEN and Disability policy and an Accessibility policy and plan
- The toilets are on one level.
- Our children can access child sized toilets.
- All classrooms are on one level except at Stoney Middleton where KS2 are taught upstairs. However, provision can be made for the classroom to be moved downstairs if needed.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After school clubs are accessible to all children, including those with SEND.
- Extra-curricular activities and trips are accessible for children with SEND.
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off-site activity or a school visit.

12. How will we support your child when they are joining or leaving this school or moving on to the next class in school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us in Reception from a local preschool, or from home:

- The SENDCO and/or class teacher will visit the pre-school as appropriate and meet with your child, teachers, and parents.
- The SENDCO and/or class teacher will make a home visit to develop a good working relationship. Outside agencies already involved may also be present.
- A book introducing the staff and setting may be produced if this would be beneficial to your child
- Adaptations to the length of the school day, or a phased start can be arranged if this would be beneficial to your child

If your child is moving to a new school we will:

- Contact the SENDCO and ensure they know about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them
- All Y5 pupils with an EHCP will have a transition review meeting with staff from their chosen secondary school during the Summer Term.

If your child is moving from the infants to the juniors:

Before moving from the infants to the juniors, the children are given plenty of opportunities, both formal and informal, to spend time in the junior classroom so that they become familiar with the teachers, the layout and the routine of that classroom.

In Year 6:

- The SENDCO and / or class teacher will discuss the specific needs of your child with the SENDCO and / or class teacher of the child's chosen secondary school. In most cases, a review meeting, where transition will be discussed, will take place with the SENDCO from the new school.
- As well as the arranged transition days, if your child requires additional visits, this can be arranged. On some occasions the staff from the new school will visit your child while they are at our school.
- Books, photographs or a passport can be made to support them in understanding moving to a new school.

13. How will we support your child's emotional and social development?

At The Woodland Federation, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these. These needs can present themselves in a number of ways including behaviour, anxiousness, bereavement or uncommunicative.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with Mrs O'Reilly (SENDCO) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service. We also have a clear Anti-Bullying policy.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head Teacher / SENDCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on both schools' websites.

Mrs O'Reilly
SENDCo
The Woodland Federation of Peak District Schools
March 2024