



WOODTHORPE INFANT SCHOOL

Special Educational Needs Information Report

1. Our school's approach to supporting pupils with SEND

Woodthorpe Infant School aims to provide the best support possible for children with Special Educational Needs and Disabilities (SEND). The school puts a graduated response of support in place. Support is put in place following assessment, and it is reviewed regularly. All children have access to universal support through quality first teaching. Some children may then require additional support. Depending on an individual's needs, they may require specific support which is accessed through outside agencies. Further information can be accessed in the school's Special Educational Needs and Disability policy.

2. Catering for different kinds of SEND

As a school, we work closely with parents and when necessary, outside agencies to provide the best support possible for all children. We cater for a wide range of needs within school, and these are categorised into 4 areas of need within the SEND code of practice.

Cognition and learning

Cognition and Learning difficulties present in a wide range of ways. Children with cognition and learning needs will learn and develop at a slower rate than their peers, despite appropriate differentiation being in place.

Communication and interaction

Children with communication and interaction needs have difficulties in communicating with other people. This may be because they have difficulty in saying what they want to, do not understand what is being said to them or do not understand or use the rules of social communication.

Social, emotional and mental health

Children may experience difficulties with their social and emotional mental health which manifests in a range of ways, and they need additional support put in place. This may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour.

Sensory and/or physical needs

Some children may require additional support due to a physical disability, such as a hearing impairment or a visual impairment. Children may require specialist support and/or equipment to facilitate their learning. Some children may also find it difficult to regulate their sensory systems and need additional support to do so.

3. Key staff and expertise

Name of staff member	Area of expertise
Hazel Gill, Rachel Offord, Jackie Bucknall	Emotional Literacy Support Assistant (ELSA)
Jackie Bucknall, Vanessa Henson	Lego Therapy
Hazel Gill, Jackie Bucknall	Theraplay
All members of staff	Coping with Risky Behaviours Trauma Informed Teaching

The Special Educational Needs and Disability Coordinator (SENDCO)

Name of SENDCO – Tara Sheppard

Email address – office@arnoldwoodthorpe.notts.sch.uk

Contact number – 0115 9263820

Securing and deploying expertise

The Senior Leadership Team (SLT) make decisions around securing and deploying staff. Staff are deployed based on a child's individual needs and staff expertise.

Equipment and facilities

There is a range of equipment and facilities at Woodthorpe Infant School that support pupils with SEND:

- Disabled toilet.
- Changing bed.
- Rails in toilets.
- Rails around school.
- Ramps around school to ensure everywhere is accessible without using steps.
- Sensory integration room

Children may be placed in a specific classroom to ensure their needs can be met. For example, a child with a hearing impairment will be placed in a classroom with more carpeted areas and blinds to support the acoustics of the room. Further equipment and facilities may be needed based on an individual's needs.

4. Identifying and assessing pupils with SEND

Children are identified as having SEND if they are receiving support that is additional to and different from the quality first teaching that takes place in the classroom. Children are identified through conversations with parents, observations carried out by the SENDCO and observations and knowledge from the class teacher.

Children with SEND are assessed by their class teacher. Please see the school's assessment policy for further details.

5. Consulting with pupils and parents/carers

Parents/carers Woodthorpe Infant School believes that a close working relationship with parents/carers is vital to enable early and accurate identification of SEND leading to correct intervention and provision to be put in place.

Parents/carers are kept up to date with their child's progress and provision through termly SEND review meetings.

When more frequent contact with parents/carers is necessary, this will be arranged based on a child's individual needs.

Pupils

Due to the age of the pupils at Woodthorpe Infant School, children are unable to be involved in planning their own provision. However, pupil voice is carried out termly with the SENDCO. The

children are asked a series of questions to determine how they feel about school and the support they receive. Changes may be made to a child's support following this if it is in the child's best interest.

6. Involving key stakeholders

Other agencies may be involved depending on a child's needs. These agencies may include health and social care, Speech and Language, the Gedling Area Partnership (GAP), Physiotherapy, Occupational Therapy and The School Inclusion Service (SIS). The governing body is updated on the needs in school on a termly basis.

7. Progressing towards outcomes

Additional interventions and support are put in place to enable all children to make progress towards their outcomes. Depending on the child's individual needs, they may need an individual timetable.

Information around a child's support and their progress is shared with parents/carers at review meetings.

8. Transition support

Transition for joining or leaving school.

When children join our school, conversations take place with parents/carers and the children's previous setting to ensure we have a full picture of each child joining us and the necessary support can be put in place to support their needs.

When children leave our school, conversations take place with the new setting to inform them about the child's needs and what support works best for them.

Transition between year groups within school

Some children may require additional support when moving to a new class, such as visuals and additional time to build relationships with their new teacher. This support is put in place based on an individual's needs.

Preparation for adulthood

In order to prepare our children for the next phase in their lives, children are taught skills to have more independence and the skills for social situations.

9. Teaching approach

The teaching at Woodthorpe Infant School is designed to be inclusive. Most children can access the same teaching and work as it is designed to be accessible and achievable by all. For those children who are unable to access the curriculum, they will follow an individual, adapted curriculum that is based on their individual needs and targets.

10. Adaptations to the curriculum and learning environment

The curriculum is suitably flexible to be accessed by most children, regardless of their needs. Where this is not possible, they will follow an individual, adapted curriculum.

The learning environment has been designed to be beneficial to all. Classrooms are designed to reduce cognitive load and resources are accessible to all children. Where necessary, further adaptations can be made to the learning environment in response to a child's individual needs.

11. Inclusivity in activities

All children have the opportunity to access all activities throughout school. If there were to be difficulties with a child taking part in an activity, parents/carers will be consulted to discuss what adaptations could be made.

12. Evaluating effectiveness

The effectiveness of the support in place for children is monitored and evaluated in a range of ways:

- Pupil progress meetings are held three times a year with the headteacher and deputy headteacher.
- Individual Education Plan (IEP) meetings are held with each class teacher and the SENDCO.
- SEND review meetings happen termly with parents/carers, class teachers and the SENDCO.
- Learning walks take place to monitor the support in place.

13. Handling complaints

If a parent/carer has a complaint, they can access the Parent and Carer Complaints Policy found on the school website.

14. Local offer

The Nottinghamshire County Council's local offer for education can be found here:

[Nottshelpyourself | SEND Local Offer - Getting Around](#)

Woodthorpe Infant School's local offer can be found here:

[Nottshelpyourself | Woodthorpe Infant School](#)

15. Named contacts

Name of staff member and role	Email	Contact number
Emma Bowler (Head Teacher and Designated Safeguarding Lead)	office@arnoldwoodthorpe.notts.sch.uk	0115 9263820
Tracey Mitchell (Deputy Head Teacher and Designated Safeguarding Lead)	office@arnoldwoodthorpe.notts.sch.uk	0115 9263820
Tara Sheppard (SENDCO and Designated Safeguarding Lead)	office@arnoldwoodthorpe.notts.sch.uk	0115 9263820
Colin Shepherd (Chair of Governing Body)	office@arnoldwoodthorpe.notts.sch.uk	0115 9263820