

Wood End Infant and Pre School Milton Keynes

SEND Information Report - March 2024

1. The kinds of special educational needs for which provision is made at the school.

At Wood End School we make provision for all children with a variety of Special Educational Needs and disabilities. We support children who have difficulties in:

Learning and Cognition, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

At Wood End Infant and Pre School children are identified as having Special Educational Needs in a variety of ways:

- Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have emotional, social and/or behaviour needs which are affecting their ability to engage in learning activities.
- Discussions with key staff and parents, if appropriate additional support will be put into place to provide enhanced resources, targeted small group and / or individual support to help overcome any difficulties.
- The views of the pupil or young person about their support will be given consideration at this stage.
- Liaison with key agencies, such as, Speech and Language Therapists, Specialist teachers, school nursing etc
- A medical diagnoses

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans

(a) how the school evaluates the effectiveness of its provision for such pupils;

All children with SEND who require something 'additional to or different from' will have a 1 page profile and outcomes set at their structured conversations. The plan will detail the child's areas of strength as well as weakness. The plan is written by the class teacher in conjunction with support staff, parents and children. These interventions are monitored each week at Year group team Meetings. The class teacher will amend if a target is too easy/hard and discuss this with the SENCo.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

In addition to the above arrangements, Pupil Progress meetings take place every term with the class teacher and senior leadership team (SLT). Class teachers will explain strategies in place to support pupils with SEND and evaluate what is and isn't working. The SLT will provide further ideas and support. As the SENCO is the Deputy Head she will be part of this discussion.

(c) the school's approach to teaching pupils with special educational needs:

Quality first teaching is in place in all classes for all pupils to access the curriculum. Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed groups to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual pupils develop independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs:

- Wide doors are fitted to some outside doors
- One toilet is adapted for disabled use in the North school and one toilet is adapted for adults
- There is level access from the car park to the main building reception
- Disabled space marked out in car park
- IT equipment, adaptations and resources are provided.
- Where possible and appropriate, translators will be used to support parents where English is not their first language
- All specialist equipment will be safely stored when not being used
- For children with more complex needs, The Hive (a smaller, adapted class space) is available for children to access with teaching assistants and a teacher overseeing. This class is a smaller calmer space which has access to a sensory room, sensory resources, small garden and outside space, and some specialist equipment for children with complex needs. A more individualised timetable will be created for these pupils to include specific interventions to help meet their needs ie 'What's in the bucket?' 'Tac Pac' 'TEACCH' table top tasks and sensory circuits.

(e) additional support for learning that is available to pupils with special educational needs:

Strategies and programmes to support speech and language

- _ Speech and Language Therapist advice is implemented by teaching staff
- _ Speech therapy to an individual or group can be delivered by support staff following the speech therapists advice
- _ SEN teaching assistants are trained in 'What's in the bucket?' This is a particular intervention for children with Social communication difficulties. This is offered on a daily basis.
- _ WELLCOMM GL Speech and Language intervention will be used to screen children who may need further support, but are not able to access a Speech and Language therapist. Following the screening, children will follow the intervention programme with a teaching assistant and complete screening at the end of the intervention to establish the progress made and further steps needed.

Strategies to support and develop Literacy

- _ Small group intervention programmes to support reading and writing
- _ Read write inc scheme
- _ Additional reading support from support staff
- _ Opportunities for over learning

Strategies to support and develop Mathematics

- _ Small group intervention to fill gaps and consolidate learning
- _ Opportunities for over learning
- _ Additional teacher and teaching assistant support

Strategies to support and develop independent learning

- _ Mentoring by peers, support staff or teaching staff
- _ Visual timetables for class & individuals
- _ Learning intentions are clearly identified during the lesson
- _ Check ins with staff to keep the child on track and help them identify their next steps

Strategies to support and modify behaviour

- _ School sanctions and reward systems as set out in the School Behaviour Policy
- _ Advice from Specialist teachers
- _ Mentoring and guidance from a Teaching assistant
- _ RP support from the RP lead in school

Support and supervision at unstructured times of the day including personal care

- _ Trained staff supervising during break and lunchtime
- _ Access to structured activities overseen by an adult indoors or outdoors as appropriate during lunch times
- _ Trained medical staff available all day

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

Activities and school trips are available for all:

- Risk assessments are carried out and where appropriate are discussed with parents and procedures are in place to enable, where possible, all children to participate
- If it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity.

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

Strategies to reduce anxiety and promote emotional wellbeing include:

- Regular contact, communication and liaison with parents
- Transition support when transferring from one year group to another as well as from preschool or home and to Middle School
- Consistency of approach by all adults
- Regular planned opportunities for children to give their views
- Sensory breaks
- Sensory room

- Restorative practice
- Small group and 1:1 interventions (play therapist)
- Check in opportunities with a familiar adult in school.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

Mandy Beaumont 01908 316424 amanda.beaumont@woodendsch.org.uk Available on Monday's and Tuesday's

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. Milton Keynes has Special Schools provision which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs. An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Recent training has covered :

- ASD training for Midday Meals Supervisors
- Supporting children with their working memory
- TACPAC
- The Engagement Model
- Early Communicator
- Intensive Interactions
- ASD training from the EHCP Outreach team for SLT and TAs
- Colourful Semantics
- Structured conversations
- Read write inc
- Restorative practice

Our SENCO has completed the Post Graduate National Award in Special Educational Needs Co-Ordination at Northampton University in November 2016.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school SEND Budget is used to provide additional support or resources to support the needs of children. This can include: Providing specialist equipment to support a need e.g.: a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion, Providing additional intervention programmes to help a child learn and progress, Providing a Teaching Assistant to support small group learning.

If further funding is required, the SENCo will apply to the Local Authority for higher needs funding. In a number of cases, the school may consider applying for an Education, Health & Care Plan (EHCP).

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through:

- Structured Conversation discussions and review meetings
- Working with their child at home by hearing them read regularly, supporting completion of homework and other additional activities provided by school
- Ensuring their child has good attendance and punctuality
- Ensuring their child is ready for school; sufficient sleep, nutritious breakfast and have all they need with them - well equipped for learning
- Attending courses, training or information events at school or outside of school.
- Where appropriate the school will help parents find training and events.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

At Wood End we believe that it is vital to gain every child's view in relation to their areas of strength and difficulties. The 1 page profiles and targets set at structured conversations are designed to allow children to do this. Using this information, the 1 page profile and targets are written by the teacher, parent and child.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

All complaints are dealt with through the school complaints policy. The SEN Governor would be advised of the complaint.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Governors actively encourage the school to involve and consult other bodies whenever it is in the child's best interests to do so and using the policies and procedures agreed by those bodies, the LA and/or the school. The Governors wish to promote an atmosphere of multidisciplinary working whenever this will assist in the child's education and inclusion in the school community.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition.

When starting at our school with no previous school experience:

We will conduct a home or a virtual visit and talk to parents about their child's previous learning experiences i.e. child minder, pre-school, nursery, playgroup, children's centre or at home with family. Where relevant and with permission we will talk to previous settings. With parents permission, we will ask the previous setting for information about special arrangements, support for that child and previous outcomes. We may ask that the child attends our schools Pre School prior to starting school to aid their transition and help the child familiarise themselves with Wood Ends Early Years Environment.

When starting at our school having attended another school

We will conduct a home or virtual visit and talk to parents about their child's previous school. The previous school will send to us any educational records including any special arrangements, previous support and outcomes.

When moving to another school:

Moving from Year 2 to Year 3

The SENCO and/or class teacher will attend a Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school to see the child in their current setting.

We will ensure that all records are passed on as soon as possible. The school may put a passport in place of 'What works well' to support the transition process.

When moving classes in school:

An information sharing meeting will take place with the new teacher.

Opportunities to visit the new class and teacher will be provided where possible.

13. Information on where the local authority's local offer is published.

[Milton Keynes City Council \(mksendlocaloffer.co.uk\)](http://mksendlocaloffer.co.uk)

www.mksendlocaloffer.co.uk