

Woodfield Primary School

Brief description of the school

A larger than average maintained primary school.(3-11 years) Woodfield Primary School is an inclusive school. At Woodfield we strive to ensure that all children have access to inspiring and motivating learning experiences through quality first teaching. This enables every child to achieve their full potential in all areas of school life and beyond.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Through termly monitoring of progress and observations pupils who show significantly greater difficulty in learning than the majority of children the same age are identified as needing additional support.

How we involve parents and carers in meeting the needs of their child and in whole school developments

Parents/ carers are invited to termly progress meetings to discuss their child's progress. Regular newsletters are sent home as well as being published on the school website.

How we will involve your child in the planning and review of their support

Pupils and their families are at the centre of all planning. They are invited to attend their annual review meetings and contribute to planning through their One Page Profile and SEN support plan where appropriate.

How we match the curriculum, teaching and learning approaches if your child has SEN

All teachers are teachers of SEND and as such provide quality first teaching which takes into account the particular needs of pupils with SEND in the classroom. Planning considers the learning styles of pupils and additional support and resources are used to ensure that pupils can achieve the best possible progress .Interventions are bespoke and flexible to meet the needs of the child at that time.

How we provide additional support if your child has learning needs

Key adults are deployed to support individual pupils within the classroom to enable them to settle to learn and access the curriculum.

In addition pupils are supported in accessing learning through:

- Small group support in class from the teacher or Learning Support Assistant
- Appropriate differentiation of tasks and activities
- Visual support and prompts through learning walls, table top resources and timetables.
- Individual learning targets are shared with the pupil
- Additional resources and materials are provided as appropriate to the individual needs of pupils.

How we provide additional support if your child has social and communication needs

The school works closely with external agencies including the Speech and Language Therapy Service (SALT).This service works with teachers and support

staff to ensure individual speech and language targets are set and that appropriate strategies and resources are used to enable pupils to make progress.

How we provide additional support if your child has physical, sensory and/or medical needs

The school will refer to any relevant support agencies such as Occupational Therapy, Physiotherapy and the Visual/Hearing Impairment Team if a child is thought to have a physical or sensory need.

The following additional support is then delivered:

- Implementation of specific programs by the class teacher and Key Adult.
- Provision of support aids such as writing wedges, pencil grips and overlays
- Sensory circuits are provided to support children with the development of gross motor skills
- Modification of organization, routine and environment to ensure accessibility.

How we provide help to support your child's emotional health and well being

The school assesses pupils with social and emotional difficulties using the Boxall Profile and has a daily nurture group for a number of pupils in Key Stage One and Key Stage Two.

In addition the school buys in the services of SCS Counselling to provide intensive support to pupils and parents/carers to help children who have experienced loss or trauma.

In addition the school may also refer to the Educational Psychologist, CAMHS or other Counselling and Therapy Services.

How we promote developing independence

All pupils at Woodfield Primary School are encouraged to be independent learners through access to a broad and balanced curriculum. This promotes self control, independence and cooperation through the development of social and emotional skills. Additional support and resources are provided to ensure accessibility for those with additional needs.

How we measure and review your child's progress against their targets and longer term outcomes

All pupil progress is monitored termly and the SENCo oversees the progress of pupils with SEND. The school offers termly meetings with parents/ carers to review and discuss pupil's progress and share new learning targets.

Annual review meetings are held for children with Education, Health Care Plans where both long and short term targets are reviewed to ensure the schools provision is meeting the needs of the pupil and progress is made.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEN

The school prides itself on its inclusive ethos and endeavors to remove all barriers to learning so that all children have a high quality experience. This in turn enables children to learn, achieve and participate fully in the life of the school.

How we include children with SEND in the life of our school

At Woodfield Primary School we acknowledge the right of every child to a high quality education and recognise the diverse needs within the school community. We understand that these needs may change and require a wide range of provision.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

The school facilitates comprehensive Professional Development for all its staff. Within this regular training is provided by the SENCo to ensure all staff are up to date with developments in SEND. As part of this external agencies including the Educational Psychology Service are invited in to train staff and develop their awareness and understanding of specific needs.

External support and expertise we can call upon to help us to meet children's need

The school works with all external agencies to ensure appropriate support and resources are available to pupils with additional needs. The school SENCo coordinates and monitors all the support for children with Special Educational Needs and/ or Disabilities (SEND) to ensure that all children get a consistent, high quality response to their needs in school.

This includes obtaining specialist support for teachers and support staff in the school so they can help children with SEND achieve the best progress possible.

How we prepare children to join our school

Pupils and parents/ carers are invited to visit the school to look round and meet their class teacher. If required children can stay for parts of the day to gradually get used to their new surroundings and to become familiar with routines and expectations of the school.

How we prepare children to move on from our school

Where ever possible bespoke transition plans are created for children who leave the school alongside the mainstream transition arrangements into Secondary School. Transition books are created and regular visits ensure that children settle quickly into their new school and additional resources, including key adults, are facilitated.

How we deploy our resources to meet the needs of children with SEND

The school SENCo coordinates and monitors all the support for children with Special Educational Needs and/ or Disabilities (SEND) to ensure that all children get a consistent, high quality response to their needs in school.

Contacts for more information

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SEND Policies and SEN Information Report link(s):

<http://woodfieldprimaryschool.co.uk/woodfield/policies/>

<http://woodfieldprimaryschool.co.uk/parents/local-offer/>