



**Woodside Junior School**  
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## SEN Information Report 2023-2024

**SEND Governor:** Annie Norfolk Beadle

**SENDCO:** Miss Vicki Richer

**Email:** [office@wsd.odbst.org](mailto:office@wsd.odbst.org)

At Woodside Junior School, we strive to enable all children to achieve their best at the school. We are an inclusive school and recognise that every child has their own unique blend of abilities and aptitudes, and we offer equal opportunities for all.

To do this, steps are taken to support children through their learning journey. Children are assessed by the Year 3 teachers when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of a broad and balanced curriculum. Quality First Teaching is a priority across the school. However, for some children adaptations or additional support may be needed to help them access learning. The type of Special Educational Needs and Disabilities (SEND) provision that Woodside Junior provides is based on individual strengths and needs.

Woodside Junior School is a two-form entry, mixed gender, mainstream junior school for children aged 7 to 11 years. If a year group is not full (less than 60 children) we may be able to accept children following a consideration of whether we can meet a child's needs. We carefully consider, on an individual basis, whether we can meet the needs of a child with Special Educational Needs and/or Disabilities.

The SENDCO is responsible for the operation of the Special Educational Needs and Disabilities Policy and coordinating provision for children with SEND. The respective class teacher is the key contact for children in each class and the SENDCO supports staff to implement support strategies, as well as communicating with parents and carers to work together to support children.

We have links to a range of external agencies, who give specialist advice and enhancement to provision when needed.

The Special Needs and Disabilities Co-ordinator (SENDCO) is: Miss Vicki Richer  
Please contact Miss Richer via: [office@wsd.odbst.org](mailto:office@wsd.odbst.org) or [SENDCO@wsd.odbst.org](mailto:SENDCO@wsd.odbst.org)

Woodside Junior School's SEND Policy and the Local Offer are available on the Buckinghamshire Local Offer Website, linked to the school record, which can be found here:

**The Local Offer** – <https://directory.familyinfo.buckinghamshire.gov.uk/service/3399>

For further information please follow the link below to access the Bucks Family Information Service and Local Offer. This information outlines which services are available to support disabled children, and children with SEND and their families.

<https://familyinfo.buckinghamshire.gov.uk/>

Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) can also be contacted on 01296 387152 for advice and support.

### **Identification, Provision and Monitoring at Woodside Junior School:**

As detailed by The Code of Practice (2014), a child presents possible SEND when they are demonstrating:

- A significantly greater difficulty in learning than their peers.
- A disability that prevents or hinders them from making use of the facilities in their setting.

### **How does Woodside School know if a pupil needs additional support?**

We know a pupil needs additional support when:

- Concerns are raised by teachers/parents/carers or the child themselves.
- Limited progress is being made.
- There is a noticeable change observed in the pupil's behaviour or approach to learning.

We then use a tiered approach to categorise the level of monitoring and support required:

Level 1 Universal Support and Quality First Teaching

Level 2 Early Monitoring of progress in response to the above points.

Level 3 Monitoring of strategies on a cycle of Assess, Plan, Do, Review

Level 4 Individual SEND Support Plan, pupil categorised as having SEND

Level 5 Application for Education, Health and Care Needs Assessment

*"An Education, Health and Care (EHC) plan is needed for children and young people aged up to 25 who require more support than is available through special educational needs support."*

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

### **Identification of Needs - Levels**

Our close attention to monitoring helps us to identify children who would benefit from adaptations to their learning or other forms of support, and there are various ways that needs are identified:

- Pupil progress meetings take place at routine intervals throughout the year. Where a child is identified as making lower than expected progress, the teacher raises this with the headteacher and the SENDCO.
- All members of staff have an open line of communication to the SENDCO, and they raise any concerns about a child verbally and by recording the details using our electronic reporting system.
- All members of staff have a responsibility to report any changes noticed in behaviour or changes in emotional wellbeing, as well as information received via conversations with parents/carers, teachers and specialists.
- Members of staff can complete a Concerns Form and the teacher consults with the SENDCO for support and advice.

We then determine which level of support is appropriate and implement strategies for the child.

## Monitoring

Recommended strategies are put in place with the aim of achieving positive outcomes when progress is reviewed.

Support from Level 2 upwards is monitored using a four-part cycle:



This is an on-going cycle to enable the provision to be reviewed and adapted as the understanding of a child's needs develops.

At Levels 1 - 3, pupils are not categorised as having SEND, but parents will be consulted about any concerns during parent consultation meetings and additional meetings whenever necessary.

Parents will be informed regularly throughout the year about their child's development and the circumstances under which they are being monitored. We encourage parents to share their views and any relevant information about a child's education, health and wellbeing with the school to help us to have full knowledge of their child.

### Level 4 Individual Support Plans (Special Educational Needs and Disabilities)

When a child has been monitored at Level 3 for at least two cycles of support, and the reviews indicate that the support strategies are required in the longer term for them to access education, the decision is usually made to move them to Level 4 support.

An Individual Support Plan is written by the class teacher in consultation with the SENDCO and with parent/carer input. The support plan describes the provision in place towards short term targets, and the desired long-term outcomes.

Guidance is also given on how to reinforce the support at home.

Short-term, small-step targets are set according to the area of need. These support plans are reviewed termly by the class teacher and SENDCO to evaluate the impact of the provision.

Parents/carers are asked to give their input to the monitoring process. A child's needs may change over time and changes will be made to provision when necessary.

Children's views are valued, and they are encouraged to participate in decisions about the outcomes they wish to achieve. Children are asked to identify their own strengths and needs, and to share their voice about how they would like to be supported. Their views are expressed on a Pupil Profile Page, which we ask them to create in collaboration with their family.

Occasionally, a pupil may require specialist support or assessment from an external provider, such as Speech Therapy Service, Occupational Therapy etc. A programme of support might be provided by specialists following assessment.

The review stage of the monitoring cycle may provide evidence that a child no longer requires targeted SEND support, and parents will be consulted about this.

### **Adaptations, Interventions and Monitoring**

All children have access to a broad and balanced curriculum and teachers have high expectations for all children. Pupils with SEND are taught within the classroom with the curriculum and learning environment differentiated to meet their needs. Each pupil's education programme will be planned by the class teacher to address areas of difficulty and to remove barriers to learning. This may be provided through placement of learning support assistants to support and manage specific groups of children who need a specialised approach to enable them to access their learning.

Adjustments in class may be in the form of using word processors and vocabulary aids. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips, standing desk, reading overlays or easy to use scissors.

We promote inclusive learning, but some support strategies involve smaller groups working together in the classroom with focussed adult support.

Intervention activities to target individual needs are time-limited to minimise length of time out from the classroom. They are led by the teachers or learning support assistants, or external specialist services. They include, but are not limited to:

- Computer programmes (e.g. Reading Eggs, TT Rockstars, typing tutor programmes),
- One to One reading,
- Reading comprehension skills,
- Handwriting boosters,
- Pre-teaching of vocabulary,
- Social, emotional and mental health support,
- Fine and gross motor skills development,
- Speech and language specialist therapists.

The 'review' and 'assess' stages of the monitoring cycle may show that a child no longer requires targeted SEND support, and parents will be consulted about this.

At the review stage, the effectiveness of strategies in place will be considered. Strategies might be continued or changed. Sometimes the decision is made to increase the amount of support and then a child moves to a higher level of support.

Where ongoing monitoring shows that a pupils' educational needs cannot be met through the strategies available within the School Offer, higher level interventions will be implemented with the support of additional external services, such as Speech & Language therapists.

When necessary, Woodside Junior School will support an application for an Education, Health and Care Needs Assessment. A multi-agency person-centred review will be held to assess the pupil's strengths and next steps. The application for an Education, Health and Care Plan is 20-week process from the local authority's receipt of the request.

The Local Education Authority makes the decision about whether a child meets the criteria for an EHCP, and then allocates the number of hours of support on the final EHCP plan.

### **What should I do if I think my child may have special educational needs?**

- The class teacher is the initial point of contact at school for parental concerns about a child's ability to access learning or their development.
- You might have received advice from a GP or other health professional that you would like to share with the school.
- The class teacher and SENDCO will assess their needs for accessing learning and aspects of school, then plan and implement support strategies where necessary.
- If professional support is advised, we will contact external providers or support parents to liaise with providers.

Where a child has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Our regularly reviewed provisions provide support across the following four broad areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs  
(DfE/DoH, 2015)

A child's needs may reach across all these areas and their needs may change over time. Regular monitoring takes account of this and identifies any changes necessary to provision.

### **How will the school help me to support my child's learning?**

The class teacher may suggest ways you can support your child. Suggestions for strategies and specific helpful websites will be included on the support plan.

The teacher and SENDCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour or emotional needs. If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

### **What support will there be for my child's social and emotional development?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff including the Senior Leadership Team are readily available for pupils who wish to discuss issues and concerns.
- We have trained ELSA practitioners (Emotional Literacy Support Assistants), Miss Lindsay and Mrs Mead, who work with individuals and small groups to support emotional difficulties.
- Clubs to support mental wellbeing are available for pupils who find lunchtimes a challenge. These are available as open-door drop-in sessions which children can attend when they would like to talk with an adult about any worries they may have, or they would prefer a quiet environment.
- If a child has a medical need, then (if appropriate) a Medical Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

- Staff receive training for EpiPen, asthma and diabetes care.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Staff are First-Aid trained.
- Woodside's 'Anti-bullying policy' can be found on the school's website:

### **What training have members of staff received for supporting children with SEND?**

Our school has a commitment to providing professional development for all staff and developing the quality of teaching to respond to the strengths and needs of all pupils.

Ongoing needs of staff are addressed by training organised to share best practise and implement new strategies and initiatives.

The SENDCO meets weekly with the support staff team to keep them fully updated, to share good practice and to give short in-school training sessions for interventions and support strategies.

Training opportunities are offered by schools within our school Trust network and the wider Oxford Diocesan Bucks Schools Trust and Buckinghamshire's local authority extended services.

Staff have received training sessions on a range of SEND topics including:

- How to support pupils with dyslexic difficulties
- How to support pupils using Emotional Regulation support strategies
- Implementing precision monitoring strategies
- Understanding Autism/ASD and how to support pupils (Autism Education Trust course)
- Step-On behaviour management training.

### **What specialist services and expertise are available at or accessed by the school?**

At Woodside Junior School, we work closely with various outside agencies to meet the needs of pupils with SEND and their families. Buckinghamshire Council has adopted an integrated SEND service including health, social care and Specialist Teaching Service.

Buckinghamshire Council has developed a system with professionals from the following agencies working in partnership with schools:

- Specialist Teaching Service to support students with Autism, Visual impairment, Hearing Impairment and physical Disabilities, Speech and Language Needs.
- Occupational Therapy
- Educational Psychologist
- Child Protection Advisors
- Attendance Team
- Social Services
- School nurse
- Paediatricians
- Family Resilience Service
- Pupil Referral Unit
- Local Authority SEND team.

Where appropriate, the school will make referrals to outside agencies to meet the needs of pupils with SEND and their families.

We also work closely with families and other agencies to support pupil behaviour. Our school has a behaviour policy that is flexible enough to meet the needs of all pupils including those with SEND. See the school's website for further information: <http://www.woodsidejunior.co.uk/>

### **How will my child be included in activities outside the classroom, including trips?**

Activities and school trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all pupils to participate. However, if it is deemed that intensive 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

### **How accessible is the school environment?**

We are happy to discuss individual access requirements. Facilities we have at present include:

- A toilet adapted for disabled users.
- Wide doors in some parts of the building.
- Ramps.

### **How are school's resources allocated to children's special educational needs?**

The school's SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs. Resources may include deployment of staff depending on individual circumstances. Where an EHCP plan is agreed, the school receives additional funding to provide 1:1 (and small group) support.

### **Parent/Carer involvement:**

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Discussions with the SENDCO or Headteacher
- At review meetings
- Co-production of the pupil profile

### **How will I know how my child is doing?**

At Level 1-3, parents/carers are invited to discuss their child's progress formally at Parent/Teachers Consultations and informally throughout the year as needed. The class teacher will be available at the end of each day if you wish to raise a concern or share positive information.

Appointments can be made to speak in more detail to the class teacher or SENDCO by visiting/phoning/e-mailing the school office.

Additionally, for children at Level 4 of monitoring and support, parents/carers will receive a copy of their child's SEN support plan, which will be reviewed after the end of each term.

For children at Level 5, with an EHCP, parents/carer will receive a copy of their child's support plan, which will be reviewed after the end of each term, and they will be invited to attend an annual review of the Education, Health, and Care Plan.

### **How will the school prepare and support my child when joining Woodside School or transferring to a new school?**

Many strategies are in place to make the pupil's transition to be as smooth as possible. These include:

- Discussion between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend an induction day to familiarise themselves with their new class.
- Additional visits are arranged for pupils who need extra time in their new school.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the Headteacher or SENDCO

The SENDCO may be invited to attend annual reviews of the children who will be making the transition to Year 3 at Woodside to ensure that provision is in place on arrival.

For pupils who are leaving to transition to a new school or to secondary school, a thorough handover of information takes place to ensure that any needs are addressed from the outset. All children with EHC Plans will have a phase transfer review during Year 5, to ensure that the placement secondary school is appropriate to meet their needs. The SENDCO and class teachers meet with the secondary school staff to share information about all pupils' needs. Additional transition days are offered by many secondary schools, and we encourage children with SEND to attend these.

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office and arrange a meeting with the Headteacher or SENDCO.

We hope the information set out in this document has answered any queries you may have, but please do not hesitate to contact the school if you have any further questions.

[office@wsd.odbst.org](mailto:office@wsd.odbst.org)

### **Bucks Local Offer**

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority.

Information for the Local Offer for Buckinghamshire is available at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

If you wish to contact Buckinghamshire County Council about the Local Offer, please call 0845 688 4944 or email [familyinfo@buckscc.gov.uk](mailto:familyinfo@buckscc.gov.uk)

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