

Welcome to our **SEND Information Report**. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for children with Special Educational Needs and Disability (SEND). The required information is set out in the [SEND Code of Practice \(2015\)](#).

At Hethersett Woodside, we are an inclusive school, committed to working together with all members of our school community where we want all children to reach their full potential regardless of any barriers to learning. We strive to provide an education to all our children in line with Norfolk's Local Offer.

SEND Contacts

Headteacher - Mrs Louise Mainwaring

Deputy Head/Inclusion Manager/Special Educational Needs Co-ordinator (SENDCo) - Mr Sam Carter

Assistant Head/Early Years Phase Lead - Mrs Nicola Ingham

Pastoral Lead - Mr Kev McCabe

What is SEND?

At different times in their school career, a child may have Special Educational Needs and Disability (SEND) for any number of reasons. The SEND Code of Practice (2015) defines SEND as:

"A child or young person who has an SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others the same age; or*

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

What kinds of SEND do we support?

If a child is identified as having SEND, we will provide provision that is 'additional to' or 'different from' that normally available to pupils of the same age.

These needs can fall into one or more of these four broad categories:

- **Communication and Interaction** - Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and Learning** - Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.
- **Social, Emotional and Mental Health** - Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
- **Sensory and/or Physical Needs** - Some children require special education provision because they have a disability which prevents or hinders them from making use of education facilities generally provided. These difficulties can be age related and may fluctuate with time.

How do we keep track of SEND?

Once a child has been identified with SEND, we keep track of their progress and plan for the best possible outcomes in our school. A record of these children is kept in school and, depending on the level of support that we need to consider, these pupils will be monitored within two different categories:

- **SEND Support**
- **Education, Health and Care Plan (EHCP)**

SEND Support is the group of children with SEND who the school has to make extra special provision for. This might be designed by class teachers or by other professionals from outside agencies who specialise in certain areas of SEND.

An **EHCP** is a document which identifies a child's need in some detail and sets targets for a child to reach.

“The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.” (SEN Code of Practice, 2015)

These are written in collaboration with the child, parents, teachers, educational specialists and healthcare professionals. This document is reviewed annually with parents/carers, children and any other professionals that are crucial to the child. A child's parents, a young person between the ages of 16-25 or a person acting on behalf of a school can apply for an EHCP. For more information please click [here](#).

All children in the EHCP and SEND Support categories of our school's SEND Record will have a *Personalised Provision Plan* implemented and reviewed.

Our SEND Profile

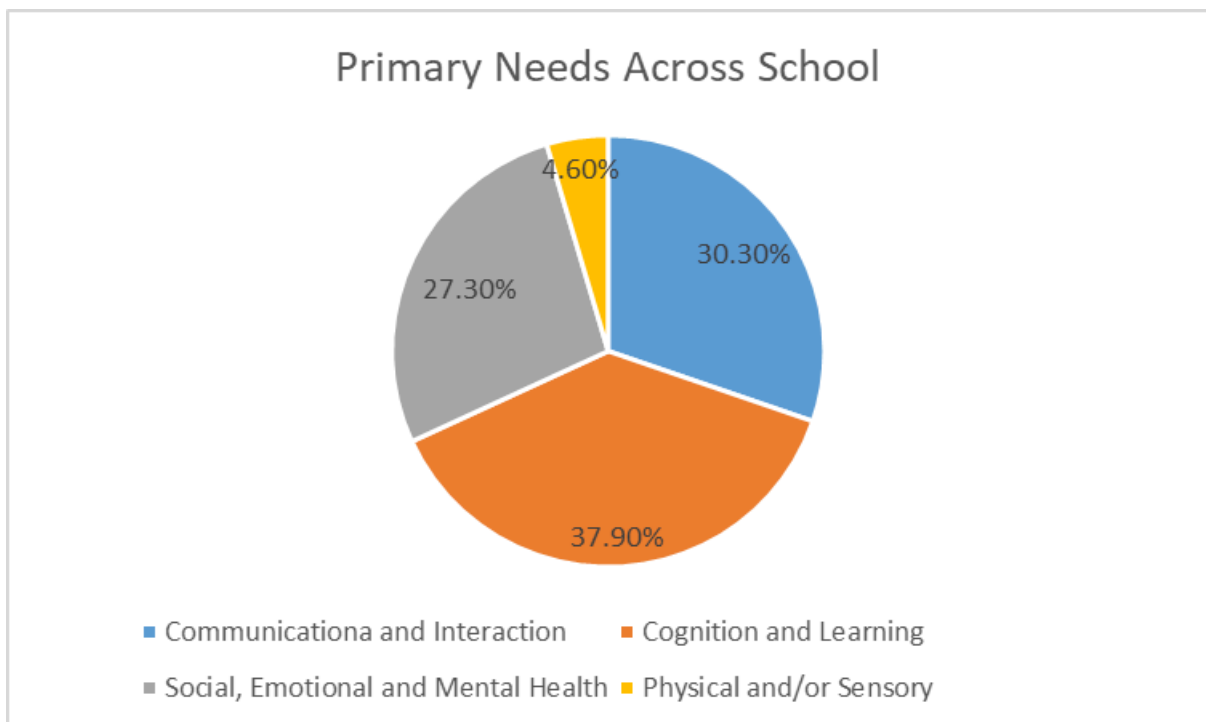
We currently have 15.9% of pupils identified as having SEND.

3.6% of children at Woodside have an EHCP. 12.3% of children at Woodside are receiving SEND Support. The percentages are made up of the following groups:

- 30.3% (4.8% of the school) are identified as having SEND linked to Communication and Interaction

- 37.9% (6.0% of the school) are identified as having SEND linked to Cognition and Learning
- 27.3% (4.3% of the school) are identified as having SEND linked to Social, Emotional and Mental Health
- 4.6% (0.7% of the school) are identified as having SEND linked to Physical and/or Sensory Needs

Many of our pupils have needs across more than one of these groups. The figures above show their **primary** need.



Identification of SEND

In any class, there will be a broad spectrum of different abilities and we embrace this diversity at Hethersett Woodside. There will be children operating at a level well above what we might expect and those whose level of ability is below age-related expectations. It is important to point out that a child with a low ability does not necessarily have SEND. However, there are children in which there is an identifiable learning difficulty and for these pupils, we need to do things a bit differently.

With regards to pupils living with sensory and/or physical disabilities, there may be adjustments to the school environment that we have to make, that are additional to those that we might normally provide.

If either of these instances is true of a pupil, then we consider them to have SEND.

Class teachers, teaching assistants, parents/carers and the child themselves, will be the first people to notice a difficulty with learning.

Class teachers are able to gain lots of valuable assessments of your child in the classroom. From observations to formal assessments, teachers can judge how a pupil is performing. Importantly, these assessments will be an important part of the provision that we plan and how effective it has been. The SENDCo will also support the identification of barriers to learning. For some children, we may want to seek advice from specialists as detailed below.

This is the first part of a process which generates a **Personalised Provision Plan (PPP)**.

Provision Provision Plan

The process takes the form of: **Assess. Plan. Do. Review**. Throughout this process, teachers, parents and the child (with the help of outside agencies, in some cases) work together. All have different roles to play.

Teachers - Once the teacher has identified a child as having SEND and they have made their initial '**assessments**', they will draw on their experience; seek guidance from colleagues such as previous class teachers or the SENDCo or use the advice from outside agencies to '**plan**' what adjustments they will make for a particular child. The period after this is where we '**do**'. This will be the time where a child will receive any assistance or adjustment that will help them make progress. This usually lasts for half an academic year.

When we have tried a cycle of provision, class teachers need to evaluate how effective it has been. This is the '**review**' part of the process. In this part,

we will often assess again and then refer back to our initial assessments, in order to judge how successful the provision has been.

Parents - We see great value in having parents involved in the whole cycle. We want parents to feel informed about how their child is performing and to be part of the planning process and the review meetings are an excellent opportunity for parents to see how the personalised provision plan has worked.

Review meetings can be called at any time by parents and we encourage you to contact your child's class teacher if there are significant changes in your child's circumstances or if you are concerned about any aspect of their provision. As a minimum, however, you should expect two cycles of the *Assess. Plan. Do. Review* process with a separate *Personalised Provision Plan* documenting this. An online meeting or face to face will be arranged between yourselves and the class teacher to review the provision.

Here is a time-frame in which each part of the cycle takes place.

	Assess	Plan	Do	Review
Cycle One	Autumn 1.1	Autumn 1.1 – Spring 2.1		Spring 2.1
Cycle Two	Spring 2.1	Spring 2.1 – Summer 3.2		Summer 3.2

A Personalised Provision Plan is written at the start of the academic year, in Autumn 1.1, based on the review meeting of the previous cycle and from information exchanged between teachers and is reviewed midway through the year. The second cycle then sees us through to summer, where we come full circle!

Children - We always strive to centre any provision on the child. When planning any provision, class teachers will gain a sense of how the child feels about their education. This will help us to tailor any interventions or adjustments to the specific needs of the child.

What assessment tools are used?

We commonly use a range of assessment tools to help measure progress.

These might include:

- Boxall profile
- PiXL Assessments
- Strengths and Difficulties Questionnaire
- Read, Write, Inc assessments
- WellComm
- NELI Assessment tools
- Lucid Rapid Screening Tool

What is our approach to teaching children with SEND?

Our aim at Woodside is to create a positive learning environment which is flexible to meet the needs of all our children. As stated in Teacher Standards and the Code of Practice, the class teacher is responsible for ensuring all children, including those with SEND, make progress.

Quality First Teaching - The first step in responding to the needs of children with SEND, is 'Quality First' teaching. This ensures the following:

- Personalised learning approaches are incorporated
- Lessons are planned, structured and delivered for children's needs
- Instructions are delivered in different ways
- Expectations are clear
- Understanding is checked
- Children are grouped in a flexible manner
- Transitions are supported

Different strategies might be suggested by the SENDCo or external agencies. All children from Reception to Year 6 have access to a Sensory toolkit in their classroom to support their learning. For example, ear defenders, tangles, air cushions and fidgety feet.

Targeted Interventions - Where a specific need has been identified, a targeted intervention might be put in place. These may be within the

classroom or in separate sessions or learning spaces outside the classroom. They may be delivered by a teacher or a teaching assistant and are usually targeted to a group of children with a similar level of need.

Specialist, individual interventions - For some, it will be necessary to provide bespoke intervention to meet a child's need. In some circumstances, this might involve extensive support from a key adult.

Specialist Expertise

At Hethersett Woodside, we work alongside many different professionals who specialise in a particular aspect of SEND. These professionals are an invaluable resource. Their input varies from individualised, regular programmes of intervention to in-class observations of children, followed by a formal report. Some of the specialist's we regularly work with include:

- [Access Through Technology](#)
- [Children and Adolescent Mental Health Service \(CAMHS\)](#)
- [Dyslexia Outreach](#)
- [South Norfolk Early Help Hub](#)
- [Just One Norfolk](#)
- [Norfolk SEND and Inclusion Team](#)
- Occupational Therapist
- Paediatrician
- Physiotherapist
- [Norfolk Steps](#)
- School 2 School
- Speech and Language Therapist
- [Supporting Smilies](#)
- [Willow Tree Learning - Educational Psychologist](#)

Evaluating Effectiveness

When we map provision for our learners with SEND, the review process is our first look at how well this extra support has worked. Feedback from the child,

parents and the classroom teacher is all recorded on our Personalised Provision Plan templates. In most cases we are able to judge how effective a particular intervention has been, for example, by the data that we gather before and after it has taken place.

The SENDCo's role is to monitor the provision maps running in school and to assess what the before and after data shows.

We also have an internal data tracking system which records and analyses summative assessments, on a term-by-term basis. This is able to isolate particular groups of interest to the school, such as those pupils with SEND. In this way we are also able to track the attainment and progress of children with SEND.

SEND provision is also a major part of Pupil Progress meetings which are conducted by the Phase Leaders supported by the Deputy Headteacher.

How do we prepare children for the next step?

We are constantly thinking about the next step for children. The following steps might take place if needed.

From Nursery to Reception:

- Transition meetings between the nursery staff and the reception teachers to discuss the provision in place
- Home visits
- Meetings with parents/carers
- Additional visits to school to become familiar with the environment
- Staggered and phased start to reception
- Transition sessions

From year group to year group:

- Transition meetings between current teacher and new teacher alongside any other key adults to discuss the provision in place
- Transition day
- Meetings with parents/carers

- Additional activities such as: transition booklets, social stories, classroom visits, shared teaching

Moving to a new school (secondary or another primary):

- Transition meetings/conversations between SENCo's
- Additional visits to the new school
- SEND records being shared
- Staff from the new school visiting a child in their current setting
- Transition days

What about when we get it wrong?

There may be times when you feel like we could have done things better and we welcome any dialogue between parents and school. In the first instance, please contact the class teacher. If the situation cannot be resolved, please contact the school's SENDCo: Mr Carter:

Tel: 01603 810674

Email: scarter@hethersettwoodside.org.uk

Days worked: Monday - Friday

You can also contact the Headteacher also to talk over any concerns.

For more information about our complaints procedure, please view our complaints policy.

Useful Documentation

SEND Policy

Accessibility Plan

Safeguarding Policy

Behaviour and Relationship Policy

Complaint Procedure Statement

Feedback to the SEND Information Report

This report was written in September 2023. If you wish to provide feedback to this SEND Information Report, please make contact with the SENDCo using the details above, we would love to hear from you! This report will be reviewed in September 2024.