

Woolmore's SEND Information Report

January 2020

(updated annually and as necessary)



Woolmore
Primary School

‘A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community’

Article 23: The Rights of the Child (UNICEF)

At Woolmore, we are proud to provide a safe, stimulating and fully inclusive learning environment where every member of our community is respected and valued.

Our Values:



Our Vision:

- We welcome and celebrate difference and diversity within our community.
- We want our children to be successful citizens who value themselves and each other. We are therefore continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.
- We will always endeavour to keep the views of the child and their family at the centre of our planning.
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be. Early identification of special educational needs and/or disabilities (SEN/D) is what we are currently striving for.
- We make sure that all our staff have the knowledge and skills to support our children with SEN/D and believe that most of the needs of our children can be addressed through Quality First Teaching(QFT).
- We will provide expert support and resources for children with SEN/D as and when appropriate.

Pupil's Voice:

We know that the only way to really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears from the children, especially those who are most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- Clear systems to support children in expressing any worries or concerns that they have.
- Implementing a strong personal, social and health education (PSHE) curriculum in the school that encourages children to speak about their feelings and opinions.
- Inviting children to plan and make personal contributions to their Annual Review meetings and recording their 'voice' in various ways
- Encouraging children to respond to feedback given through marking
- Hearing their 'voice' and agreeing individual targets with them in pupil conferences.
- Making sure that our school council is inclusive and represents the whole of our community.
- Ensuring that our safeguarding procedures are strong and that all staff are well trained.

Monitoring Children's Progress and Keeping Parents Informed:

It is very important for our school that ALL of our children enjoy success and achievement and make good progress in learning. We use the information we have about each child who has been identified as having SEN/D to plan appropriate interventions (additional programmes of support) that will meet the needs of the child.

If a child is receiving additional support, this will be explained to parents/carers during child review meetings. They will also be given the opportunity to meet with any professionals working with their child.

Every half term, we review how well all children – including those with SEN/D – are progressing. We call these our Pupil Progress Meetings (PPMs). In addition to these meetings, the SENDCo will hold termly meetings to specifically discuss with class teachers the progress and support in place for children with SEN/D. These meetings are known as SEND review meetings.

How do we ensure Disabled Pupils are not treated less favourably than other pupils and that our school is physically accessible?

- We consider this within our PPMs and SEND reviews (slide 6)
- We research our children's needs before they arrive at Woolmore (slide 10)
- We train our staff to recognise and meet the individual needs of our SEN/D children (slide 26)
- We make personalised arrangements to help pupils with SEN/D attend school trips (slide 30)
- Our school is physically accessible, as set out in our School Accessibility Plan and in this document (slide 29)
- We encourage parents and carers to approach staff with any concerns (slides 31-32)

Additional information is available in our SEND Policy

Arrangements for Admission of Disabled Pupils

- Pupils with SEN/D apply to Woolmore through the Local Authority procedures which are detailed on their website:
https://www.towerhamlets.gov.uk/ignl/education_and_learning/schools/school_admissions/primary_school_admissions.aspx
- Arrangements for admitting pupils with SEND are set out in our Admissions policy, which is available on our website.
- We research our children's needs before they arrive at Woolmore (slide 10)
- Additional information is set out in our SEND policy.

Children with EHC Plans:

If your child has an Education Health Care plan, the family and child, alongside the teacher, SENDCo and any other professional that works with the child will agree specific targets for the child at their Annual Review. These will be detailed in the child's learning plan and reviewed regularly by the child and family, as well as the professionals supporting the child. We always make sure that parents/carers know the next learning steps for their child and feel a part of the process.

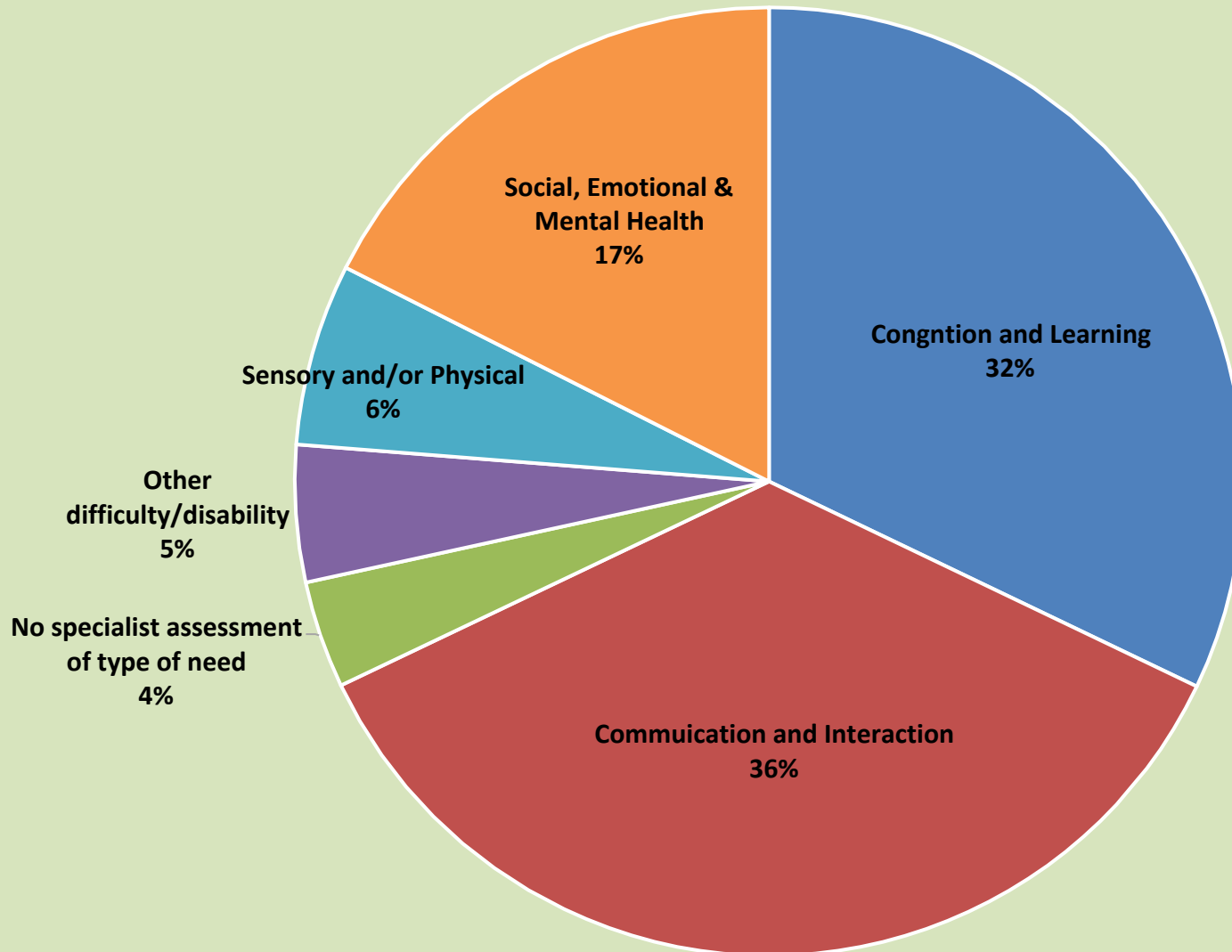
We will report formally once a year on the progress of all children, including those with SEN/D, and for some pupils we will provide more frequent reports.

Transition:

We understand the importance of a good transition for all our children, but especially for our children with additional needs. As a result, we plan well for transitions in ways outlined below:

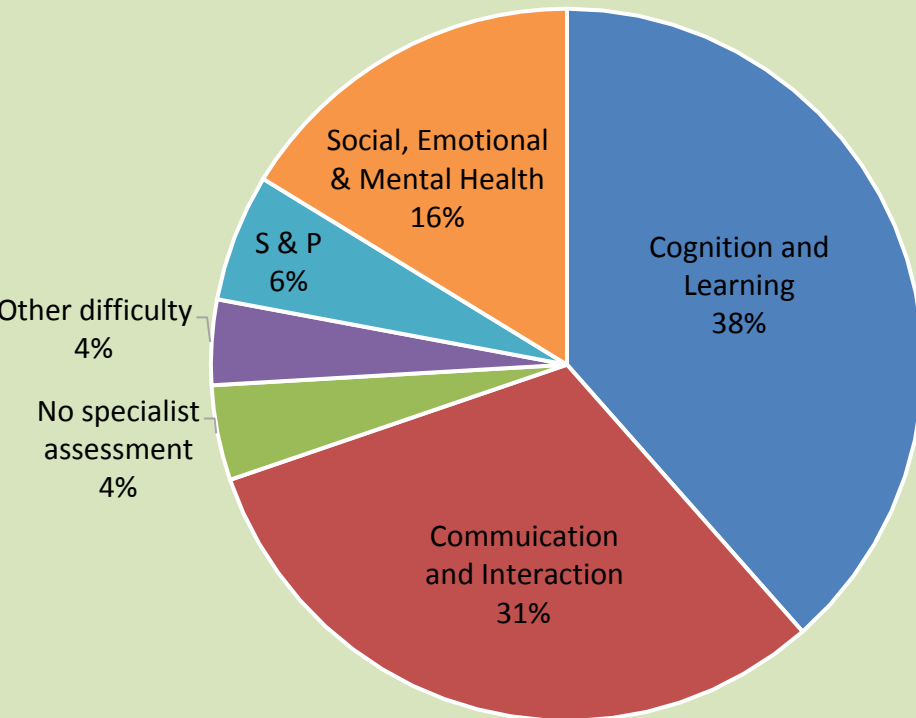
- Children joining reception or nursery will receive home visits and also visit their new classrooms prior to their first day at Woolmore.
- Children attending other early years settings will be visited by our EYFS staff at their setting.
- Pupils in year 6 will have opportunities to visit local secondary schools and additional visits are arranged for pupils with SEN/D.
- We invite staff from secondary schools to annual reviews of children in year 6 with SEN/D.
- Staff write social stories to support all our children with understanding new routines and when change is about to happen.
- The school SENDCo will ensure a comprehensive transfer of information about any children with SEN/D to professionals at any new school a child may join.

SEND Need in England, by broad area, 2019/20

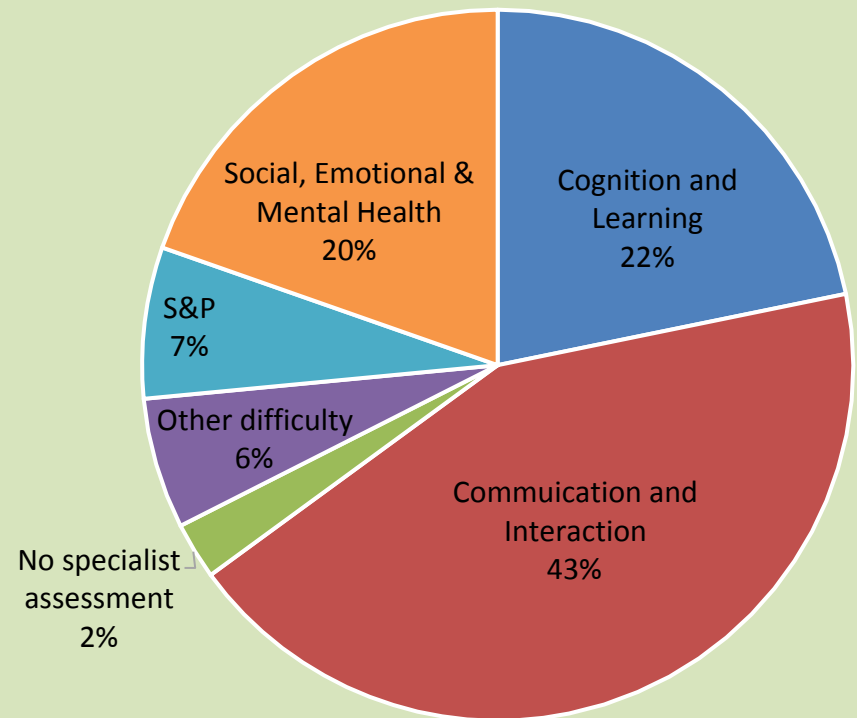


The four broad areas of SEN need by phase in England in 2019/20

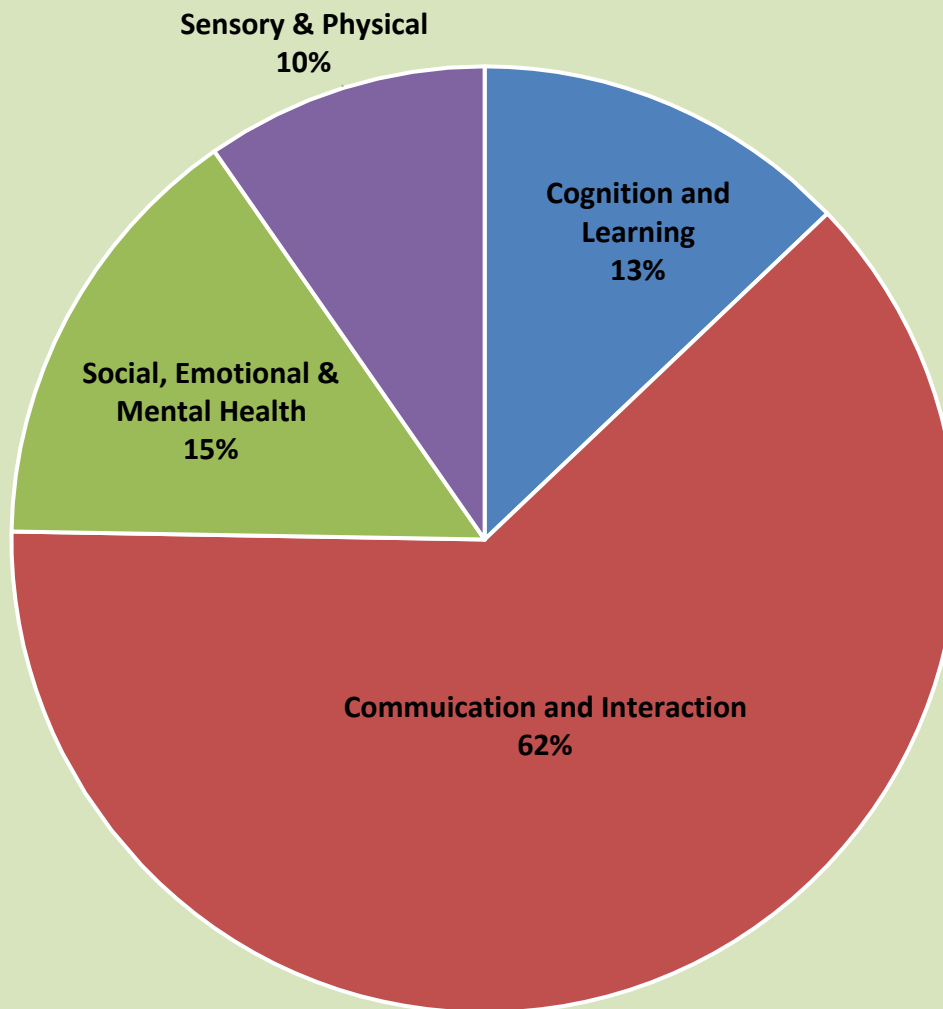
Primary



Secondary

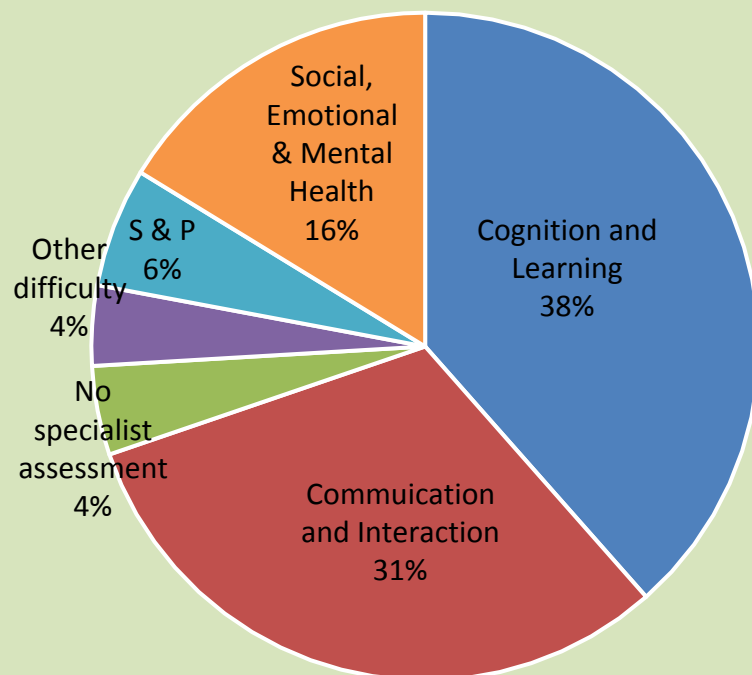


Woolmore's Whole School SEND January 2020

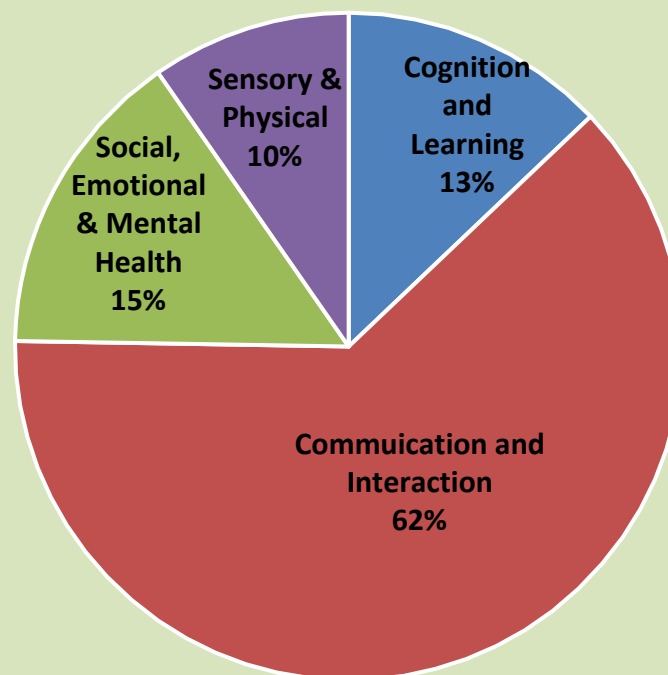


National versus Woolmore (SEND) in 2019/20

National Primary 2019



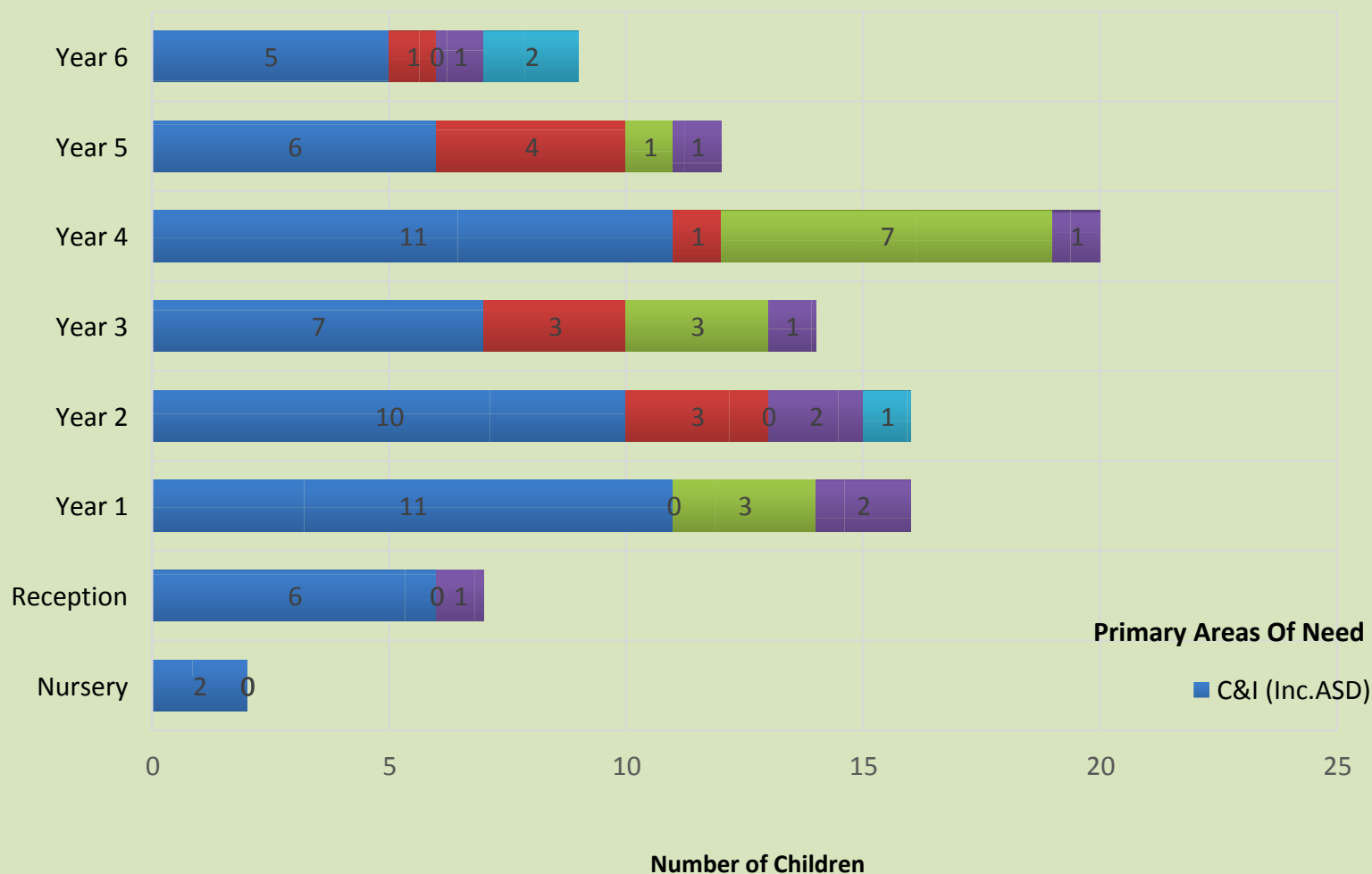
Woolmore SEND Jan 2020



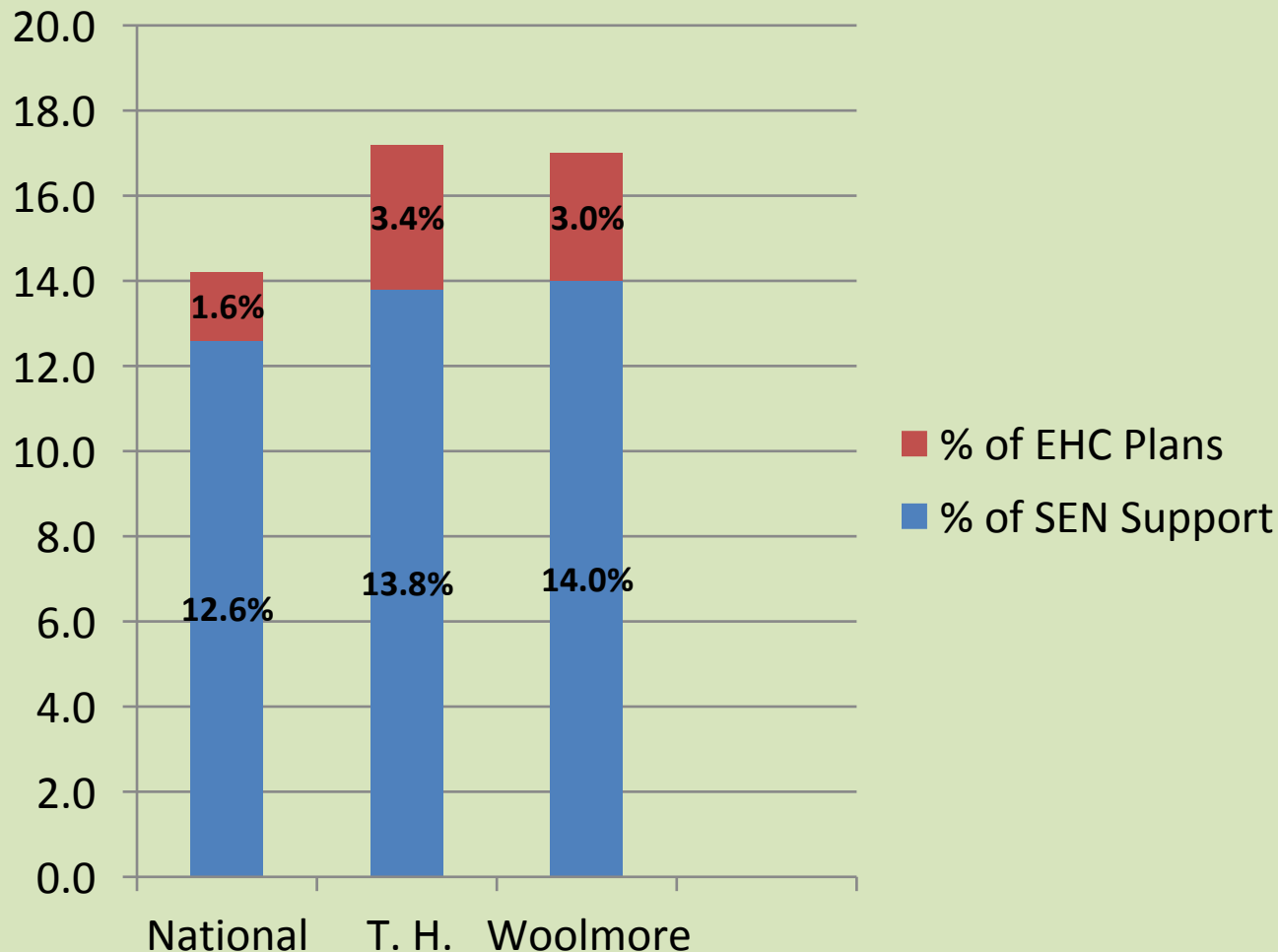
Woolmore's SEND - by Year Group and Primary Area of Need (Jan 2020)

	C&I Communication and Interaction	C&L Cognition & Learning	SEMH Social, Emotional, Mental Health	Physical & Sensory	Other	Total
Nursery	2	-	-	-	-	2
Reception	6	-	-	1	-	7
Year 1	11	-	3	2	-	16
Year 2	10	3	-	2	1	16
Year 3	7	3	3	1	-	14
Year 4	11	1	7	1	-	20
Year 5	6	4	1	1	-	12
Year 6	5	1	-	1	2	9
Total	58	12	14	9	3	96 Ch on the SEND Register

Woolmore's SEND by Year Group and Primary Area of Need (Jan 20)



Number of children at Primary Stage on SEN Support and with EHC Plans (Jan 2020)



The story of SEND at Woolmore

In Sept 2015, Woolmore moved into a new building on the same site, beginning its expansion from a 1 form to a 3 form entry primary school. There are currently 20 classes across the school with 566 children on roll. 14% are currently on SEN support (12.6% nationally at primary stage) with an additional 3% of children who have an EHC Plan (1.6 % nationally at primary stage)

- At Woolmore, the number of Sensory and Physical (S&P) is ever increasing, currently at 10% compared to national figures of 6%. This is possibly because we are a new build with good access facilities that word is getting round we are able to accommodate the children's needs well.
- Our SEMH figures are at 15% which is lower than last years figure of 23%. Possible factors relating to this statistic maybe due to the fact that we have had some children leave and the fact that we invest heavily to support children's social, emotional and mental health.
- 13% at Woolmore have needs in the area of Cognition and Learning (C&L) compared to Primary national figures at 39%. Senior leaders recognise that we have few children diagnosed with an SpLD so to support us in this area during in the 2018/2019 academic year all staff received training on dyslexia and how to recognise it. There will also be adults trained to screen children for dyslexia so that hopefully we gain a clearer picture of a child's needs earlier than we are currently managing.

- We have 62% of our children on the SEND register with Communication and Interaction (C&I) needs in comparison to national figures which currently stands at 31%.
- Like many schools in TH, Woolmore has a larger than average number of children with ASD. Currently, 17% of our children with C&I are diagnosed with ASD (10 children). There are currently a number of children who are in the process of diagnoses, awaiting assessment or in the case of a couple of children awaiting a referral.
- The school is in an area of deprivation where communication is very low at the starting point.

SEND Provision at Woolmore

Wave 3

- 2 days a week - play therapy/counselling
- 2 - 3 days a week – ELSA (Emotional Literacy) HLTA led; coached by Tower Hamlets EP service
- 2 days a week – Speech and Language Therapy (Blossom Tree)
- Occupational Therapy (In house, as and when required)
- 20 days in the year - EP Service
- Phoenix outreach Service (School for Autism) - 10 or more visits a year
- Visual and hearing impairment specialist teacher support for named children
- Occupational Therapist support for named children
- Cherry Trees – Focussed Behaviour Support as and when requested.
- Weekly – SEND Swimming session (Poplar Baths)
- Computing specialist support for writing across the school (Tower Hamlets Support for learning service)
- 5 TA's supporting learning for children with the highest level of SEND who need a more personalised curriculum in the inclusion group

SEND Provision at Woolmore

Wave 2

- Daily – Early Literacy 1:1
- Daily - Basic Maths Skills 1:1/small groups
- 3 x weekly - 1:1 Reading (children below expected)
- Times Tables (preparing for HTTA)
- Catch Up Phonics
- Writing
- Daily – Sensory Circuits for individual/group/class
- Gross and Fine Motor Skills groups

Quality First Teaching (QFT):

At Woolmore, we are committed to meeting the needs of all our pupils through Quality First Teaching - QFT. All our teachers differentiate lessons to ensure that learners with different needs and abilities make good progress. We acknowledge that children with SEN/D may need personalised planning and resources and we will ensure this is provided when necessary. For example, members of the teaching team may prepare visual resources (pictures that match written words) to support a child with SEN/D to access a set task or to establish a routine. They may enlarge all texts to ensure a child with Vision Impairment (VI) can see and read the texts well.

Within class, all children, including those with SEN/D, work together in small groups or with a Learning Partner (LP). Learning partners are rotated regularly to ensure that all children develop friendships and can draw from each other's strengths. Children are actively encouraged to support one another and review each other's work.

Research shows that the support children receive from their peers is extremely valuable and makes a real difference to their learning.

We endeavour to set high expectations for all our children and enable them to take responsibility for their own learning and work independently.

Does our provision match our SEND needs?

Communication and Interaction (C&I)

- Use of the whole communication approach encouraged throughout the school- i.e. consistent use of visuals, gestures, signs etc.
- Use of social stories for all children to support routines, transition, times of change, understanding of a social situation etc.
- 2 days a week- Speech and Language Therapist support
- Colourful semantics a speech and Language therapy technique used across the school to help children learn the important elements of a sentence, and how to join them together in the correct order
- WellCom used in the EYFS to assess children's Speech and language needs to help adapt provision and planning to meet those needs.

C&I (ASD related)

1. A 2 week parents course on ASD run by Phoenix Outreach at Woolmore (Autumn 2019)
2. Six week SCERTS Parent Workshop run by Phoenix Outreach Parents at Woolmore (Spring 2020)
3. TA training on various aspects of autism including behaviour support, identifying and understanding girls with autism, use of visuals, work stations, attention autism (bucket group)
4. School Assemblies to raise awareness of Autism
5. Phoenix Outreach working in all classes to ensure needs for children with ASD are being met
6. Staff training (3 sessions) on Sensory Needs related particularly to ASD
7. A sensory space developed in conjunction with the OT and Autism specialist.
8. Personalised Sensory Circuits developed by OT – training given to both teachers and TAs
9. Fun with Food groups – to support children's ability to tolerate and try new foods
10. Daily Attention Autism (Bucket Group) sessions for 11 children
11. Play therapy and Emotional Literacy Support being used by a growing number of ASD children to support emotional well being/mental health
12. Consistent use of social stories and cartoon strips to support changes in routines and understanding of social situations etc. - used across the school.
13. SENCo and inclusion Lead – courses including SCERTs, Managing Children with Challenging behaviour

Cognition and Learning

- Staff training on QFT (Sept 18) and differentiation (March 18) – ‘Giving children what they need’ and being able to plan and personalise plans for all children in the class .
- Half termly PPMs and termly SEND reviews to discuss where the children are at now and set aspirational targets for where they need to be next.
- Senior Leaders planning weekly alongside each year group.
- Extra teacher input across the school to support children who are not at expected, particularly in English and Maths
- Booster Maths and English groups – focussing on basic skills and reading.
- Accelerated Reading across all classes in Key Stage 2
- During Autumn 18, all teaching staff received 2 twilight training sessions on dyslexia and how to establish dyslexia friendly classrooms. There will also be 2 members of staff trained to administer the initial dyslexia tests.

Social, Emotional, Mental Health (SEMH)

- Whole School training to introduce the consistent use of the Paul Dix approach – When the Adults Change; Everything Changes (see behaviour policy on the school website for further info)
- Two School counsellors/play therapist in (4 days a week) including lunch time drop in sessions
- Emotional Literacy 3 days a week (run by 2 TAs, supported by Tower Hamlets EP service).
- Team Teach training for 4 members of staff in 2017/2018
- Cherry Trees (behaviour support in TH) working with individual children and their families.
- Individual Behaviour Plans used to support individual children as and when needed.

Sensory, Physical and Medical Needs:

- Information is provided for all staff on the pupil's needs and adjustments are **always** made where we deem necessary.
- Specialist teams, for example physiotherapists, occupational therapists and professionals from the vision and hearing impairment support service, provide guidance, advice and equipment for a child with particular access or support needs.
- Relevant training is given to staff as and when necessary; epilepsy and asthma training, manual handling training, evac chair training etc.

Accessibility:

We are very lucky that Woolmore is a new build, designed so that all areas of the school can be easily accessed by all. These facilities include:

- A lift
- A disabled toilet on every floor – the lower floor toilet also has a shower
- Ramps
- Well lit areas throughout the school
- Excellent signage

At Woolmore, we know that in order for all of our children to be the very best they can be we need to ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. It is our duty, by law, to promote disability and equality.

(Please read our School Accessibility Plan on the website for further information).

How we include children in activities and school trips:

At Woolmore we believe that educational visits are an important part of a child's learning and therefore we endeavour to make these opportunities possible for all our learners where we can.

We do this by:

- Talking to parents to gather all the information that is needed to best support their child during the trip
- Consulting with specialist services where needed
- Arranging for additional adults to attend the trip
- Arranging alternate travel arrangements if appropriate, for example, using a taxi or allowing a child additional time to get to their destination
- Liaising with outreach teams working at specialist schools for children with SEN/D about activities children can join. We will make parents/carers aware of such opportunities.

Frequently Asked Questions:

Q. Who do I speak to in the school if I have questions or concerns about my child's SEN/D?

A. The first person to talk to is your child's class teacher who will always be happy to meet you, listen to your concerns and discuss your child's progress; including information about friendships and personal development. The class teacher will pass on any concerns they cannot address to the Inclusion team. They are Hannah Williams (Inclusion Lead) and Sureya Bibi (Special Educational Needs/Disabilities Coordinator - SENDCo)

Q. Who is the SENDCo at Woolmore and how can I contact her?

A. As above, the SENDCo is Sureya Bibi and can be contacted by phoning the office and asking to be put through to her or by emailing her at sbibi@woolmore.towerhamlets.sch.uk. Sureya is nearly always around in the playground before and after school.

Q. How do I raise concerns about my child?

A. If you have questions or concerns about the particular special educational needs of your child, the school's Inclusion team will listen carefully to your concerns, explain the different ways in which the school supports your child and when possible and appropriate come to an agreement about changes to provision and/or support.

Q. What if I am unhappy about my child's provision or progress?

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as quickly as possible through face to face meetings where we will listen carefully to your concerns. If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you can obtain from our school office. You can also view this policy on our school website.



Tower Hamlets Local Offer

What is the local offer?

Every council must publish a local offer. This will tell you what support is available for children and young people with special educational needs or disabilities, and their families. It should include information about education, health and care provision. It will also tell you about training, employment and independent living for young people with special educational needs or disabilities.

Tower Hamlets council have consulted with parents, children and young people in developing the local offer section and are continuing to do so.

If you cannot find what you are looking for, contact the Local Offer by e-mail local.offer@towerhamlets.gov.uk or telephone 020 7364 6495.

Who is it for?

The local offer is for children and young people with special educational needs and/or disabilities from birth to 25, their parents and carers, and people who work with children, young people and their families

What is the idea?

The local offer should make it easier to find out what you need to know, give you information about what is available and where to get further information.

The local offer should also make service provision more responsive to local needs.

Tower Hamlets Local Offer

What does it include?

The local offer includes information on:

- how children and young peoples' needs are identified
- how their needs are assessed
- the special educational, health and social care provision for children and young people with SEN or disabilities
- opportunities for training and employment
- support for independent living
- how provision is funded
- leisure activities and support groups
- where you can find more information, advice and support
- arrangements for travel
- the help that is available to resolve disagreements
- The full list of what must be included can be found in the SEND Code of Practice Section 4.30.

More information can be down on the link below:

<https://www.localoffertowerhamlets.co.uk/>