



Woodside Junior School

Headteacher Mr Owen Lloyd



Mitchell Walk, Amersham, Buckinghamshire HP6 6NW

Tel: 01494 725897

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SEN Information Report 2024-2025

SEND Governor: Annie Norfolk Beadle

SENDCO: Miss Vicki Richer

Email: 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 or 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.



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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, and this would be fitted into the child's timetable in place of usual lessons.

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 commonly occurring learning needs and difficulties are taught within the classroom with the learning activities or the environment adjusted to meet their needs. Each pupil's education programme is 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 more significantly adapted 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 classroom learning and encourage independence, but some support strategies require small groups working together with focussed adult support in a part of the classroom.

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. Targeted interventions include, but are not limited to:

- Pre-teaching of vocabulary and essential knowledge,
- Overlearning of maths and times tables precision teaching,
- One to One reading,
- Social, emotional and mental health mentoring,
- Computer programmes (e.g. Reading Eggs, TT Rockstars, typing tutor programmes),
- Reading comprehension skills,
- Handwriting boosters.

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

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.

Where ongoing monitoring shows that a pupils' educational needs cannot be met through the strategies available within the School Offer, support will be requested from the county's external services, such as NHS Speech & Language therapists and Local Authority Specialist Teaching Service.

Occasionally, and only when evidence over time suggests there is greater need than can be met through the school's universal offer, we will support an application to the Local Education Authority for an Education, Health and Care Needs Assessment (EHCP), which informs their decision about whether



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a child meets the threshold criteria for an EHCP.

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 is responsible for making the decision about whether a child meets the criteria for an EHCP and recommending an appropriate amount of support by number of hours.

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

- The class teacher is the initial point of contact 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 monitor your child's needs and their ability to access learning and other 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 at home or use approaches that are consistent with school learning. Suggestions for strategies and helpful resources will be included on the support plan.

We may meet with you to discuss strategies to use for difficulties with a child's behaviour or emotional needs.

We also welcome you to share what is working well at home and keep in touch about changes in your child's usual mood or events and experiences outside school that may affect them.

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

The school offers pastoral support for pupils who are experiencing emotional difficulties that impact on



their education. This may include:

- Members of staff, including the Senior Leadership Team, are readily available for pupils who wish to discuss issues and concerns.
- We have a link-worker at the Mental Health Support Team who meets termly with the SENCO and Family Liaison Officer to discuss referrals for children that meet their threshold criteria for their support.
- We have an ELSA practitioner (Emotional Literacy Support Assistant), Miss Lindsay, who is one of our regular in-class Learning Support Assistants. Once per week she works with selected individuals and small groups to support emotional development.
- We offer a mindfulness lunch club once per week to support mental wellbeing. This is available as an open-door drop-in session which children can attend when they need a quiet environment.
- Woodside's 'Anti-bullying policy' can be found on the school's website.
- We have access to a volunteer child mentoring service, "Transforming Lives For Good" led by volunteer mentors who are linked to the local King's Church.

What if my child also has a medical need?

- If a child has a medical need, a Medical Care Plan is put in place in consultation with parents/carers. These are discussed with all staff who are involved with the child.
- 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.

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 that is organised to share best practise and implement support strategies.

The SENDCO meets routinely 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 (Zones of Regulation)
- Understanding Autism/ASD and how to support pupils (Autism Education Trust course)
- Step-On behaviour management training.
- Early awareness of anxiety and child mental health difficulties.

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:

- We are implementing the Buckinghamshire i-Thrive toolkit to support us to identify child mental health needs.



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- 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 inclusive for all children.

Risk assessments are carried out and adjustments and procedures are put in place to enable all pupils to participate.

If it is deemed that intensive one to one, or support from two adults is required for any reason, including special educational needs, a disability or for medical reasons, a parent or carer may be asked to accompany their child for the duration of an activity at school, or an educational visit off-site.

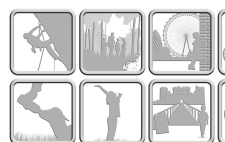
How accessible is the school environment?

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 in some areas of the site.

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 a funding contribution towards the provision.

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, Family Liaison Officer or the Headteacher
- At review meetings
- Co-production of a pupil one-page 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 by contacting the school office. Discussions will be followed up by the teacher in collaboration with the SENDCO or Family Liaison Officer.

Additionally, for children at Level 4 of monitoring and support, parents/carers will receive a copy of their child's Individual Provision Plan, which is reviewed at 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 and Headteacher expect to attend the Year 1 and Year 2 annual review for any child whose parent are considering Woodside Junior School as their preferred Key Stage 2 school. This is to ensure that the school is an appropriate setting and can meet the child's needs that are set out in the EHCP.

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.



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Who can I contact for further information?

If you wish to discuss your child's educational needs or any concerns regarding your child's schooling, please contact the school office and arrange a meeting with the Headteacher, SENDCO or the Family Liaison Officer.

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

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

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

Policy date: October 2024

Review date: October 2025

SCHOOL GUIDE RATING

