



Woburn Lower School. SEND Information September 2024

Woburn Lower School

We are a small village school, built in the Tudor era, with a capacity of just 60 pupils. We have a Reception class, KS1 and KS2 class. Our aim is to create a happy, caring environment where every child, without exception, is given the opportunity to reach their full potential. To enable this, children need to feel secure, and parents and carers need to feel fully involved in their child's learning and development. The school takes a holistic approach to their pupils, looking for potential barriers to learning that certain children might encounter. We then look at their learning needs and how we can put effective support in place for all the different curriculum areas and activities that occur in a normal school day. The school staff aim to provide an inclusive educational experience, so that all children can achieve and progress, taking all their individual needs and any disabilities into account. It is the aim of staff, that all children regardless of any SEND (Special educational needs and disabilities), should take a full and active role in all aspects of school life. We take care to consult with parents and carers to assess the needs and interests of each child and to adapt and support them so that they can enjoy a full and rounded academic and social life at Woburn Lower School.

How does Woburn Lower School consult and work with parents to support a child with SEN needs?

One of the advantages of being a very small school is that parents and staff can quickly build a rapport. It might well be that parents approach the school with a worry about their child, or it could be that the class teacher notices a concern. Sometimes it might be just a case of putting some interventions in place for a short period of time, if this is not sufficient then there are many ways the school can help. The SENDco (Mrs Grant) can, within a short period of time, observe the child, speak with the class teacher and meet with parents; enabling interventions, resources and small step targets to be put into place. Regular meetings are then held to discuss next steps. A provision map detailing concerns

and what interventions are going to be put in place is discussed and a copy given to the parents or carers. These are then reviewed termly. However, if it is thought necessary there will be more regular meetings and perhaps it is thought best for a referral to be made to an external service, for example Speech and Language or an Occupational therapist. Parents will then be asked to sign a consent form to allow for sharing of information and together the referral form will be completed. Collaboration and communication between home and school is a key to success. If a child's needs require more detailed provision, then an Assess, Plan Do, Review form is completed which provides in greater detail every intervention and support that is going to be put in place. Clear Targets are set and monitored. Teachers are keen to keep parents up to date with every aspect of their child's progress, this might be through a "meet and greet" at the start or end of the day, or via the Class Dojo. Parents and carers are able to ask for meetings with the class teacher or the SENDco to discuss concerns at any time. The school can also support Looked After Children and work in liaison with the Virtual School on individual Personal Education Plans (PEPs) to support the looked after child's needs.

Although our children are very young, they often take an active role in talking about and discussing their individual needs and this can help us to develop a tailor-made intervention plan for them. Especially when it comes to discussing Now/next activities and social interactions.

The school refer to the Special Educational Needs and Disability Regulations 2024 and the Special Educational Needs and Disability 0-25 years January 2015 documentation from the DFE.

What kinds of SEN needs do the school provide for?

There are many ways in which a child might require additional support and, for example:

Communication and Interaction needs; this includes children who have speech, language and communication difficulties. This might include children who have been diagnosed as having autistic spectrum conditions, dyslexia or auditory processing needs.

Cognition and Learning needs; this covers a wide range of needs and includes children who have problems with long or short term memory which might impact on some, or all aspects of the curriculum.

Social, Emotional and Mental Health needs: this includes children who may be under-confident, have suffered trauma or have underlying emotional issues or attachment issues.

Sensory and/or Physical needs: this includes children who have visual or hearing needs or have a physical disability that affects their learning.

We also ensure that children who have a medical condition have support in place so that the impact on their learning and socialisation can be minimised.

If you have a concern about your child's difficulties, who should you contact?

First of all, it is always useful to talk directly to your child's class teacher or key worker.

We have leaflets at school that might help you, and contact numbers for independent advice. Woburn is such a small school that teachers and staff have an opportunity to work closely with each child. They might well be able to reassure you, and work with you to overcome any minor difficulties. Mrs Grant, is available to talk through and discuss any issues, and meetings with the class teacher and Mrs Grant can be booked by speaking directly to them, or by phoning the school office on: 01525 290207

How does Woburn Lower School make adaptations and support the learning of pupils who have special educational needs?

If you think back to your own school experience, there were probably some subjects that you found easier than others. You might have found spelling tests a trial, but the mental maths tests fun. Everyone tends to have one area that they find easier to progress in than another. Woburn might well be a school in miniature, with small class numbers, but as teachers we see a wide range of abilities and needs. Within each class there are children who require a little extra help now and again. Sometimes this is to extend their learning, as they have found a subject easy and need that little extra challenge. Sometimes it is because they have misconceptions about how to tackle something and the support is there to go back to basics, have that light bulb moment, where it all becomes clear, and off they go. All of this is within the normal day to day running of the school.

However, small school that we are, we still put in place a wide range of support on a day-to-day basis. When a child requires a little extra support, above and

beyond the normal, teachers will adjust their class timetable to allow for extra support to be given to help certain children. Needless to say, each year is different, as the children's needs differ between each cohort of children, so the interventions differ. Below is an example of the interventions that we can put in place to support the needs of our children. It is an ever-growing list, sometimes we do not use an intervention for a while, but others we use throughout the year. Hopefully it will give you a good idea of the wide ranging interventions and the highly dedicated staff that we use to support children's needs within the school.

Elklan

Mrs Grant and Ms. Borthwick have both undertaken the ELKLAN extensive training over ten weeks. This helps us to support a wide range of communication and speech needs. Currently there is a nationwide concern focused on speech and language in young children and the impact that Covid has had on their speech and language development. The Elklan training enables us to support children with auditory processing, speech and language delays and concerns over attention and concentration. This can involve constructing individual Task Plans and helping to make subject learning easier through the use of focused, coloured mind mapping.

Precision Teaching methods.

This is a quick intervention that takes place one to one with a child, usually three times a week. It is based on the child practising a few key facts over a very short period of time. The child then does a quick test with some known facts and a few "new to be learnt" facts. It gives a clear score of correct answers versus incorrect ones. It helps to maintain a level of "success" for the child as they already know some of the test words or sums. This helps to maintain self-esteem, whilst practising elements that they are not so secure on.

Speech and Language (SALT)

Speech and Language concerns can involve children's ability to pronounce words, a stutter or stammer or their ability to use or comprehend verbal communications. The school initially works on the advice of the SALT Toolkit, but can refer to the SALT external support service and will act on their advice implementing strategies and recommended interventions within the classroom, as well as one-to-one or in small group sessions. With all staff trained in the school's phonic scheme all staff will model and work on pure sounds to help support a child's needs. The Elklan training also helps to provide a wide range of interventions to support a child with language difficulties.

Dyslexia support

We are very fortunate to have the support of an external practitioner who has undertaken training with the British Dyslexia Association. She works with children on an individual level, tailoring sessions to the child's needs. Detailed feedback to the class

teacher enables strategies to be put in place in the classroom. Children can benefit from a range of additional resources including: coloured overlays, individual word books, topic word cards, using typing, voice activated or keyboard skills. Staff are also aware of how simply having Interactive Whiteboards (IWB) in the classroom adjusting different coloured backgrounds or font colours can aid certain children who might otherwise struggle with visual learning on a bright, white IWB.

Imprint Computer based writing support.

Covid has really impacted on the stamina and ability for some children to engage in writing activities. We have worked on "speaking before writing" and this has greatly supported some children. However, there are a few children who really struggle with the actual act of putting pen to paper. The school has invested in a typing/ pictorially supported programme. This is fun for the children to use because as they type, they watch as pictures and print appear. The software is currently licensed for 5 computers. This has greatly enhanced the work of not only the focus children but many of the other children as well. Some children struggle with fine motor skills due to Hyperflexion, sensory difficulties or bilateral integration skills (which is when a child finds it difficult to use both sides of the body at the same time). Therefore, typing and keyboard skills are introduced, using the Purple Mash scheme. Handwriting is still encouraged, and the Teodorescu "Write from the Start" programme is also used.

Chiltern Outreach.

There are times when there is the need for additional external expert advice, and we are fortunate that the school has been regularly supported by the Chiltern Outreach Team. When we request a visit, we have to supply a very detailed referral and then a member of their team comes in to observe the child. We then receive a comprehensive report with suggestions and strategies for us to trial. Their specialism is in communication needs.

Weatherfield Outreach.

This is another specialist school who we have made referrals to, and they offer outreach support for children who have cognitive and learning needs.

Nurture Support

One teacher and two of our TAs support our nurture interventions. Sometimes these work on a one-to-one basis and at other times in a small group. They help to support the emotional and wellbeing needs of many of the children. Training includes how to use **Lego_therapy** to support needs, and a two day **Sensory Training course** to make staff aware of how to implement a wide range of suggested strategies. Social Stories are undertaken for key children, and staff use the "Backwards Chaining" method to teach certain children key day to day skills.

MHST (Mental Health Support in Schools and Colleges)

As a school we have been working closely with the local MHST team, and have the opportunity to discuss and refer a wide range of cases via their service. Miss Freeman

works closely with the local MHST team, organising lunchtime activities, whole class sessions and putting in place support for parents. The school also refer to the LC2 Family Support which can put in place one to one support via a six week programme to support specific needs.

Social support.

The school runs Social Explorers groups, or Time to Talk groups as required. These support communication, social skills and enhance a child's ability to take turns and listen to others.

Autism. (ASD)

The SENDco has completed additional training in teaching children with ASD and how to engage them within a whole school curriculum.

Resources:

Many children benefit from being able to access a range of additional resources. These include:

Visual timetables, Continuous provision tables/break out tables or areas to support children who may need time out to self-regulate. Time to use the Nurture corner created in the school hall, or Time Out spaces within the classroom. Colour overlays to support dyslexic readers, a Carroll Box to support children who are easily distracted, Speaking towers (recording device so a child can note down their ideas and replay it before writing it down), Touch typing, Numicon or Cuisenaire. Word mats and individual word books (like a personal dictionary) and sensory resources such as sensory distraction toys or weighted jackets which allow a child to relax and aid concentration. Fiddle toys and resistant bands and wobble boards to allow movement when sitting at tables. Writing slopes and two sided, different textured boards for writing on.

Staff Training

At Woburn Lower School we take staff training very seriously and are always keen for all teachers and TAs to undertake continued professional development. As members of the National College staff are encouraged to take any additional training that would help them support children in the school. External agencies have complimented us on the training that is provided for all staff and for staff enthusiasm to "learn something new" that can help to support a child. Two teachers are currently undertaking NVQs to enhance their understanding of particular areas of interest. Time during all school INSETs is set aside for additional training and discussion of the current SEND needs within the school. In September 2024 this included a talk from a County Child Psychologist to support understanding of how to successfully use small step recording for children with autism.

How do we assess children's progress?

We work on an "assess, plan, do then review" process, endeavouring to ensure that small steps to success are carefully measured and that the next target can be set. All teachers and support staff aim to direct the children into purposeful thinking, using a range of strategies to support their metacognition, helping them with problem solving and how they can learn to support their own learning. For example, the Elklan training, for speech, language and communication has introduced a range of techniques to help children to become more independent learners. This can involve detailed "scaffolding" which is when temporary support is put in place, until the pupil is able to use the techniques, such as task plans or mind maps, or regulating thermometers, independently; thereby providing them with strategies that they can take with them to their next schools. Staff use a "I do, we do, you do" technique with certain children to help support and build independence.

How do we evaluate the effectiveness of what we offer?

What works for one child does not always work for another. Staff are constantly assessing the effectiveness of an intervention. This might be through observations of how the child is engaging, or through small step progress, or via parental feedback. Different interventions require different scoring methods; for example, the Precision teaching method gives a quick daily result, allowing the practitioner to adapt the intervention efficiently. However, a social interaction intervention might be evaluated by comparing the scores of a Strength and Difficulties Questionnaires at the commencement and end of a period of intervention.

Admission for children with Special Educational Needs and Disabilities:

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of students with disabilities is considered in the first instance in the same way as non-disabled students. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate students with disabilities should parents wish. Steps are taken to prevent any students being treated less favourably than other students. In practice we ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised as having Special

Educational Needs. Staff organise human and physical resources within the school to allow access to learning and participation in all activities for all students.

Transition between schools.

When the time comes to move on, we work closely with the next school, arranging additional visits, both to the new school, and for staff to come and visit the pupil in our setting. In the past, transition schools have come to observe external agencies working with a child so that additional support can be seamlessly moved from our setting, to the next; allowing the child to progress with confidence on their next academic adventure. We have also worked closely with other schools to enable referrals to external agencies to contain relevant information to aid smooth transition. When children are moving to our school staff will meet and talk with the child's current teacher and if possible visit the child before they transition to our school. Local nursery placements are visited by the class teacher, TA and where appropriate the SENDco.

Who to contact if you feel that your child requires additional support.

It is a good idea to first talk to your child's class teacher, and then to

Mrs. Katrina Grant - Fully Qualified and accredited SENDco.

k.grant@woburn-lower-school.co.uk 01525 290207

Leanne Walton is the Governor responsible for SEND contactable via the school on 01525 290207

Mrs. Grant is responsible for:

- Coordinating the support of children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to ensure that all children get a consistent, high-quality response to meeting their needs within the school.
- Updating the school's SEND register, thereby making sure that all children with additional needs receive the help they require, and that progress is being tracked and that parents and carers are aware of the help that their child is receiving and are involved in reviewing and discussing the next steps.
- Providing support and arranging training for teachers and support staff so that they can help children with SEND in the school to progress.

Pupils with SEND and Online safety:

- Online safety is an important part of our IT curriculum. You will find full details in our Online safety and IT and computing policies. Pupils with SEND can be more susceptible to online bullying, grooming or radicalisation. Through our anti bullying and computing lessons, we ensure that all pupils including those with SEND, are aware of what to do if they ever feel uncomfortable with things they see, read or hear on the internet, we always encourage children to talk to a trusted adult.

If you require further information then please refer to other documents on this website:

The SEND policy.

The SEND Local Offer.

Supporting pupils with medical needs policy.

Looked After Children Policy

Please note that: Accessibility Plans do reflect the external agency or service which is involved. Therefore, a Plan template format used to map provision may vary depending on which service has led the implementation of the plan.

If you require further information about Autism.

A diagnosis of Autism or ADHD can leave parents and carers feeling a need for more information so that they can ensure that their child is receiving all the help and support they need. With this in mind there is now a 'one-stop shop' for information that many parents have found useful. The Diagnosis Support Pack (DSP) has been co-produced by families for families, following a diagnosis of a neurodiversity, and contains information, resources and signposting in a variety of media (video's, infographics, animations), split into 14 sections - from sleep to medication, and lots more.

The weblink to the Diagnosis Support Pack is:

www.cambscommunityservices.nhs.uk/dfsp

You may also find additional support from the following providers.

The Local Offer

You can find Central Bedfordshire's Local Offer here:

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

Or phone them on:

Central Bedfordshire Council Special Educational Needs & Disability Partnership Service (previously known as Parent Partnership) 0300 300 8088

- **SNAP**: Central Bedfordshire Parent Carer Forum [http://www.snapcentralbeds.org.uk/Support for Education, Health and Care Plan](http://www.snapcentralbeds.org.uk/Support%20for%20Education,%20Health%20and%20Care%20Plan)
- **SENDIASS**
SENDIASS is a free, impartial and confidential service offering young people with SEND and their families information or support around all aspects of SEND. Their independent website is packed full of information which can be very helpful to young people and their families as well as professionals.
<https://www.cbSENDIASS.org>
[0300 300 8088](tel:03003008088)
[or email support@SENDIASS.co.uk](mailto:support@SENDIASS.co.uk)

There are "Ask SENDIASS" sessions for young people with SEND and their families to discuss any concerns. SENDIASS are always looking for more volunteers to support the service in various ways and value the feedback from parents and pupils with SEND needs.

- IPSEA Independent Provider of Special Education Advice for parents.
<https://www.ipsea.org.uk>

Handling complaints

The first step of any complaint is to speak to your class teacher. We hope that by talking through the issues you will be able to resolve a complaint at this stage, if this is not the case, please make an appointment to speak to the

SENDco (Mrs Grant) or the Head Teacher (Mrs Black) by calling 01525 290207. If you are still unsatisfied with the school's response the link to the SEND governor is via:

The SEND governor is:

Miss Leanne Walton via 01525 290207

or via:

office@woburn-lower-school.co.uk

The information provided above is in compliance with Section 69 of the Children and Families Act 2014.

Please feel free to contact the school if you require any additional information.

Review Date: September 2025



"A very old school, constantly open to new ideas"