

Woburn Lower School. SEND Information September 2022.

**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 the 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 whole 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 need 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 with special educational needs 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 quickly become involved and interventions and small step targets can be put into place. Parents and carers can meet with both the class teacher and Mrs Grant 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. 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 a 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.

**What kinds of SEN needs do the school provide for?**

There are many ways in which a child might require additional support and, where necessary the school liaises, with parental permission, with external agencies to ensure that the support we can offer is tailored to individual needs.

Within the school we work with children who require:

Communication and Interaction needs; this includes children who have speech, language and communication difficulties. For example 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.

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 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, the SENDco 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, it is an issue discussed with the class teacher and Mrs Grant, in the role of SEND co. (Special Educational Needs and Disabilities coordinator). Needless to say each year is different, as the children’s needs differ between each cohort of children. 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 a wide range of children’s needs within the school.

**Elklan**

2 members of staff are Elklan trained, this was an extensive training over ten weeks and there are still termly updates. 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 subjects learning easier through the use of focused, coloured mind mapping.

**Reading Recovery:** This is a literacy programme designed to help children who struggle with reading, to make good progress. It is carefully structured and assessed using the British Ability Scale, so that small step progress can be easily tracked. English is an extremely difficult language with a very extensive and sometimes illogical phonetic system. Children who struggle to read often lose self-confidence and it impacts on their learning across a wide area of the curriculum. We have been fortunate to have the skills of an external Reading Recovery teacher who comes into school to work with a few children each week. A TA works with her, allowing her to then work with those children over the week so that strategies can be practised. Each child has an individually tailored plan to support their needs for both reading and writing.

**Precision Teaching methods.**

This is a quick, daily intervention 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 daily 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 can refer to the SALT external support service and will act on their advice implementing strategies and recommended interventions within the classroom and either 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.

**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 classteacher 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 Nessy ICT support for typing and keyboard skills or simply having Interactive Whiteboards (IWB) in the classroom adjusted to have different coloured backgrounds or font colours that 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, four at school in different classes and one for a parent to use with their child at home. This has greatly enhanced the work of not only the focus children but many of the other children as well.

**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 form and then a member of their team comes in to observe the child. We then receive a very detailed report with suggestions and strategies for us to trial. Their specialism is in communication needs.

**Weatherfield Outreach.**

This is another specialist school who offers outreach support for children who have cognitive needs.

**Nurture Support**

One TA supports 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. Like many of the staff, she has undergone training in a range of techniques including **Lego therapy.** Two other members of staff recently undertook a two day **Sensory Training course** and we are implementing many of their suggested strategies.

**Social support.**

One TA runs a Social Explorers group three times a week. We alternate this with Lego Therapy; both are aimed at supporting a child to work and communicate by speaking and listening carefully within a small group activity.

**Autistic Spectrum Disorder (ASD)**

The SENDco and one TA have recently completed additional training in teaching children with ASD.

**LC2:**

As well as our “In-House” nurture support we also regularly work with LC2 (Learning Community 2) parenting support. They provide tailored support for a child and their family. This can range from a six-week course, to an extended period of support, dependent on need.

**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 re-regulate, time to use the Nurture corner created in the school hall, 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), Nessy 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.

**Emotional and Social Development**

The last few years have seen the Covid pandemic impact on the social development of many children and the school is aware of the emotional needs of many of our children. We have trained support staff and regular nurture sessions. We also refer to LC2 for more detailed support and can also refer to CHUMs and CAMH. These interventions and external support can benefit both the child and the parents.

**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. 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.

**New For the Academic year 2022-2023.**

As the new academic year starts, we are keen to continue our Continued Professional Development. With this in mind the SENDco is undertaking some training in Dyslexia. Whilst a TA is embarking on a six day Emotional Literacy Support Assistant (ELSA) course, in order to be able to support a wider range of emotional needs.

**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 recent Elklan training, for speech, language and communication has introduced a range of techniques to help children to become more independent learners. This sometimes involves “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, regulating thermometers, independently.

**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 Questionarries 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 increase access to learning and participation by all students.

**Transition to the next school.**

When the time comes to move on, we work closely with the next school, arranging additional visits, both to the new school, or 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.

**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](mailto:k.grant@woburn-lower-school.co.uk) 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 in 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.
* Our Headteacher Mrs Longmuir is also a Fully Qualified and accredited SENDco.

**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 tell an 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](http://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://rushmere.happykite.co.uk/wp-content/uploads/2014/09/Support-for-Education-Health-and-Care-Plan.pdf)
* **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](https://cbsendiass.org/)

0300 300 8088

or email 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 Longmuir) 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:

Jo Wassell via 01525 290207

or via:

[office@woburn-lower-school.co.uk](mailto: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 2023.



“A very old school, constantly open to new ideas”