

Special Educational Needs and Disabilities (SEND) School Information Report

Binley Woods Primary School and Woodlands Preschool

At Binley Woods Primary School there is a shared expectation that all children, regardless of their specific needs, should be offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We encourage all children to work and play together whatever their individual needs and we offer the support detailed below to enable this to happen.

Binley Woods is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health difficulties or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote children working towards becoming independent and resilient learners and should not be seen in isolation.

The information below explains how we contribute to the Local Offer as a Warwickshire School.

Information and Guidance:	
Who should I contact to discuss the concerns or needs of my child?	
Class Teacher	He/She/They is/are responsible for: Adapting and refining the curriculum to respond to strengths and needs of all children. Checking on the progress of your child and identifying, planning and delivery of any additional support. Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning with support from parents. Applying the school's SEND Policy. If you have any concerns about your child's progress you should first speak to your child's class teacher. You may then be directed to the SENDCo.
Special Education Needs and Disabilities Coordinator (SENDCo) Mrs S. Loxton Email address: loxton.s@welearn365.com Mrs D. Hicks (Woodlands Preschool SENDCo) Email address: hicks.d@welearn365.com School telephone number: 02476 543754	The SENDCo is responsible for: Coordinating provision for children with SEND and developing the school's SEND Policy. Ensuring that parents are: - Involved in supporting their child's learning - Kept informed about the range and level of support offered to their child - Included in reviewing how their child is doing - Consulted about planning successful movement (transition) to a new year group or school. - Provided with reports completed by external agencies. - Involved in meetings with teachers and other professionals The SENDCo will also: - Liaise with a range of agencies outside school who can offer advice and support to help students with any difficulties. - Provide specialist advice based on research and training

	Identify and facilitate areas for staff training to ensure that all staff are skilled and confident about meeting a range of needs.
Headteacher Mrs K Sharp	They are responsible for: The day to day management of all aspects of the school, including the monitoring and evaluation of provision made for students with SEND.
SEND Governor Mrs E Hopkins-Hayes	They are responsible for: Supporting school to evaluate and develop quality and impact of provision for students with SEND across the school.

Assessment, Planning and Review

How can I find out about how well my child is doing?

- At our Parent/Teacher meetings in the Autumn and Spring terms
- At our Open Evening in the Summer Term
- Come along to one of our parent sharing events
- By requesting a meeting with your child's class teacher

If I have concerns:

- Firstly arrange to speak to or meet with your child's class teacher who will then decide the next steps to take.
- Your child's teacher may speak to the SENDCo and will inform you of any decision.
- It may be decided that your child requires targeted provision called SEN Support and therefore will be put onto the SEND register. Your child's class teacher will write an IEP (Individual Education Plan) which will contain small step targets to support your child to make progress. This will be reviewed regularly with you, your child and your child's class teacher in a meeting.
- If your child is continuing to have significant difficulties, further external expertise may be requested.

If I still have concerns:

- Contact the SENDCo directly to arrange a meeting.
- Contact the Headteacher to arrange a meeting.
- If you are still not satisfied, please request a copy of our Complaints Policy.

Assessment, Planning and Review

How is my child's progress monitored?

Monitoring starts in the Early Years so that early intervention can be put in place to best support children with SEND. On-going monitoring takes place by class teachers to identify children who are not making progress or who have social and emotional or speech and language needs which are affecting their ability to engage in learning activities.

After discussions with the SENDCo, Headteacher and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the child about their support will be given consideration at this stage.

This additional support is documented in a provision map, IEP (Individual Education Plan) or behaviour support plan. In consultation with the Headteacher, SENDCo and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each child's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to the next stage of learning. This may take the form of individual or small group short interventions or it may include some additional support in lessons or during unstructured times such as playtime.

Formal review meetings are held as required but will be at least once a term. Parents, and when appropriate, the child are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be minuted on the IEP form or on a separate minutes document if required.

Tests and Examinations: Access Arrangements

Will my child be able to access SATs and other tests?

For some children additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, having a reader, rest breaks or the use of a scribe. The SENDCo or class teacher will inform you about eligibility and applications for these arrangements. For some children in school this may already be common practice in their end of term assessments.

For some children the school may make the decision that it is not in the best interests of the child for them to enter the SATs (Standard Attainment Tests). You will be contacted well in advance to discuss this, if this is the case.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual children's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual children with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Binley Woods Primary School follows the guidance in the Warwickshire SEND Provision Matrix. This can be found at:

www.warwickshire.gov.uk/sendocs

There is a copy available in school on request.

Intervention

How might my child be supported?

Access to learning and the curriculum

Access to learning support staff

- In lessons
- For group work
- Learning Support clubs
- Interventions

Communication and Interaction

Strategies/programmes to support speech and language

- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Speech and Language Therapist intervention in school if recommended by Speech and Language staff
- Specific differentiation or modification of resources e.g. use of symbols
- Speech Therapy work delivered by support staff following speech therapy advice
- Speech Therapist when Educational Health Care Plan (EHCP) specifically stipulates number of hours
- Pre-teaching of subject specific vocabulary
- Speech, Language and Communication Progression Tools
- WellComm Toolkit used in Early Years and also used by SEND Supported to identify learning needs in KS1 and KS2
- Makaton used in Preschool and Reception classrooms

Cognition and Learning

Strategies to support/develop literacy including reading

- Focused 1:1 reading, guided reading sessions with group reading and comprehension lessons
- Small group/individual intervention programmes, e.g. Accelerated Reading, Precision Teaching, Little Wandle
- Access to structured support programmes from SEND Supported
- Guided group work
- Other interventions as recommended by our Educational Psychology service, e.g. Accelerated Reading
- Pre-teaching of subject specific vocabulary
- Post-teaching support

Strategies to support/develop numeracy

- Small group/individual intervention programmes, e.g. Accelerated Reading, Precision Teaching, Maths Mastery
- Guided group work
- Access to structured support programmes from SEND Supported
- Other interventions as recommended by our Educational Psychology service, e.g. Accelerated Reading
- Pre-teaching of mathematical vocabulary and skills
- Post-teaching small group work

Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Small group programmes working on skills with Learning Mentor or support staff
- Visual timetables for class/and or individual children
- Different level activities for children to choose an appropriate level of challenge (supported by staff where necessary)
- Interventions such as fine motor skills through Occupational Therapy to ensure children have the skills to access the learning
- Pre-teaching of vocabulary, methods and/or skills
- Access to structured support programmes from SEND Supported, e.g. Memory Magic

Social, Emotional and Mental Health

Strategies to support the development of children's social skills and enhance self-esteem

- Small group interventions, e.g. Circle of Friends
- Lunchtime clubs
- Learning Mentor support
- Quiet rooms/spaces available lunch/break time
- Nurture group at lunchtimes for KS2 children run by our Learning Mentor
- Boxhall Profile Assessment
- Nurture breakfast group in the morning

Mentoring activities

- Nurture chats with Learning Mentor
- Support from class teacher and teaching assistants

• Support from peers, e.g. year 6 supporting Reception children • Lego Therapy • Talking and Drawing Therapy • Boomerang resilience support
Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents) • Transition support, visits and events (when children move year groups or schools) • Transition support at key points in the school day, e.g. following on from lunchtimes • Modified timetables, e.g. withdrawal from parts of lessons or use of a visual timetable • Regular contact and liaison with parents as necessary • Open door policy • Small group interventions • Anti-bullying check-ups completed once a term for Years 1-6. Any children who raise a bullying concern will meet with the Learning Mentor who will ensure this is resolved. Children in Reception talk about how to make friends and be kind to each other in regular circle time activities. • Anti-Bullying Week in November annually • Regular assemblies to promote positive behaviours and address any issues such as bullying • Access to mediation through the Learning Mentor or Headteacher if bullying concerns are raised. • Jigsaw PSHEC scheme taught throughout the school • Protective Behaviours curriculum taught yearly to the whole school in the Autumn term. (This involves children learning the proper names for all of their private body parts and also involves teaching children how to keep themselves safe and who to talk to if they are worried about anything). • Big Umbrella assembly for whole school each year • Big Umbrella project to support with Year 6 children's emotional well-being
Strategies to support/modify behaviour • School reward and restorative justice system as set out in School Behaviour Policy • Advice and support from external agencies, e.g. SEND Supported, Educational Psychology Service, RISE (CAMHS) • Reception focus on Characteristics of Effective Learning.
Support/supervision at unstructured times of the day including personal care • Trained staff supervising break periods • Quiet room/space if needed • Learning Mentor support • Clubs for children to take part in • Sports coaches supporting at lunchtimes to provide activities for children to engage in • Structured lunchtimes planned for individual children who need this provision
Planning, assessment, evaluation and next steps • IEPs • Assessments at regular intervals throughout school which inform planning and next steps • EHCP and annual reviews
Personal and medical care • School nurse available to contact through the school (via Compass) • Care plans for students with medical needs • PEPs (Personal Evacuation Plans) for children with specific needs
Sensory and Physical Needs
Access to strategies/programmes to support occupational /physiotherapy needs • Advice of professionals disseminated and followed • Use of any recommended equipment
Access to modified equipment • Specialist equipment as required on an individual basis to access the curriculum
Personal and medical care

• School nurse available to contact through the school (via Compass) • Care plans for students with medical needs • PEPs (Personal Evacuation Plans) for children with specific needs
Adaptations to the physical environment, e.g. • Classrooms adapted to support children with hearing impairments • Outdoor spaces adapted to support children with physical impairments
Support with sensory needs through support such as: • Wobble cushions to support with development of core strength • Ear defenders • Fiddle toys/chewy toys • Therabands • Theraputty • Quiet spaces • Adaptations to the curriculum • Adaptations to the environment • Sensory circuits to help with regulation

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Access to Medical Interventions

- Use of individualised Care Plans
- Referral to SEND Supported (Specialist teachers who offer support and advice)
- Referral to RISE (CAMHS: Child and Adolescent Mental Health Service)
- Referral to Compass (School Nursing Team)
- Referral to Speech and Language

Access to whole staff training if required via SENDCo/Headteacher

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Regular meetings as required
- SENDCo available to speak to when required
- Referrals to outside agencies as required
- Speech and Language Therapist for specific individual students
- Educational Psychologist, School Nurse, CAMHS, SEND Supported and Speech and Language attend at regular intervals to see specific students

Agency	Description of Support
Educational Psychology	School may refer children as required and implement recommendations following specialist assessment. Planning meeting, assessment, parent liaison, observations and advice. Training for staff members. https://www.warwickshire.gov.uk/educationalpsychology
SEND Supported (Specialist teachers who offer advice and support)	School may refer children as required and implement recommendations following specialist assessment. Fortnightly support sessions from SEND Supported teacher (specialising in cognition and learning) with referred children where work can be carried out as per planning meeting each half term, e.g. advice, observations and assessments carried out. Monthly sessions from SEND Supported teacher (specialising in communication, interaction and sensory needs) with referred children where work can be carried out as per planning meeting each half term, e.g. advice, observations and assessments carried out.

	Training for staff. Support for SENDCo. https://sendsupported.com/
Speech and Language	Sessions with specified children, advice and observations. https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/speech-and-language-therapy
School Nurse (Compass)	Advice on Care Plans and also support for parents Education about health and hygiene in lesson time https://www.compass-uk.org/services/warwickshire-school-health-wellbeing-service/
RISE (CAMHS: Child and Adolescent Mental Health Service)	RISE/CAMHS - Child and Adolescent Mental Health Services - can help if you: • feel sad or like you don't want to be here any more • have problems with your family, friends or at school • hurt yourself or want to hurt yourself • feel anxious and scared • have problems with eating and food • have trouble talking or sleeping • hear voices or see things • feel angry or are struggling to control your behaviour or temper • find it hard to concentrate or get on with friends • have to check or repeat things, or worry about germs • don't like yourself or have low self-confidence School may refer children as required and implement recommendations following specialist assessment. Referrals are made through a Single Point of Entry: https://cwrise.com/rise
Neurodevelopmental Service	The Neurodevelopmental Service is a specialist service consisting of a highly skilled multidisciplinary team responsible for the assessment and diagnosis of neurodevelopmental disorders including Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Tourette's Syndrome and Dyspraxia (as a co-occurring disorder). The Neurodevelopmental service was created in order to meet the needs of children and young people with these disorders, understanding that they may not have a Learning Disability and/or a Mental Health concern. It also appreciates that these individuals have needs which should be supported in a holistic way, including social, emotional and physical well-being. Referrals are made through a Single Point of Entry: https://cwrise.com/rise
Primary Mental Health	General advice, guidance, consultation and group training for professionals who work with children and young people who may be displaying emerging mental health/ emotional wellbeing signs and symptoms. https://www.cwrise.com/primary-mental-health
Community Autism Support Service	The CASS service is for children and young people (up until their 19th birthday) who are on the neurodevelopmental waiting list for an autism diagnosis, or who have previously received a diagnosis but require support, and their families. The service is not open to anyone working with CAMHS RISE for therapeutic work or social care/early help or a family support worker. The service can offer low level support, focussing on understanding, communication, sensory integration, processing, behaviour, self-esteem, and daily routines and activities.

	The service can help children, young people and families with setting goals related to management of the young person's neurodevelopmental needs and achieving them to improve the lived experience of the child. This may include: • Understanding what a diagnosis of autism means to the child • Maintaining & improving engagement with education • Strengthening family relationships • Preventing escalation of mental health issues & reducing behaviours of concern • Increasing resilience & improving health and wellbeing • Developing independent living skills & managing life transitions • Accessing the community and socialising • https://casspartnership.org.uk/
Taking the Lead	Taking the Lead is a project run by the Circles Network which uses Equine Facilitated Learning to assist a wide range of disabled and disadvantaged children. Held in a safe and supportive environment, individuals can discover the calming and healing benefits of working with horses. Through a series of carefully designed activities, the project aims to promote personal growth, emotional well-being, and confidence building in a natural outdoor setting. This intervention comes at a cost of around £55 a session. https://circlesnetwork.org.uk/equine/
Family Support Worker	Family support workers are available across Warwickshire to listen, support and offer advice and guidance to families and professionals. To speak to a family support worker over the telephone, call 01926 412412, Monday to Friday between 9am - 4pm. Drop in sessions are currently postponed but please check the website for any updates: https://www.warwickshire.gov.uk/children-families/service-changes-children-families/2
Significant Adult Provision	The Significant Adult (SA) is an advocate for children and families they work with. They will support the child, parent/carer and teachers to develop effective relationships that promote positive development and ensure the child achieves their potential.
Family Information Service	A free information and signposting service for families with children and young people aged 0 – 25 and professionals working with families in Warwickshire. They cover a wide range of family related topics such as childcare, mediation and contact, divorce and separation, finance, health, bullying, support groups and parenting support. https://www.warwickshire.gov.uk/fis
Parent Partnership Service (SENDIASS)	School may refer as required or parents are welcome to contact SENDIASS directly. https://www.warwickshiresendiass.co.uk/ Telephone: 01788 593159
Educational professional responsible for Children who are Looked After	Headteacher in liaison with the Local Authority. https://www.cwrise.com/lac

Occupational Therapy	An integrated health and social care Occupational Therapy team working with children and young people (0-19) who have specific functional difficulties across Warwickshire. Through play and other purposeful activities Occupational Therapy assess specific components of function to address difficulties in the following broad areas: - Hand function - Motor skills - Upper limb splinting - Perceptual development - Self-care skills - Assessment for specialist equipment & housing adaptations - Sensory processing (offered through a separate traded service) The team work with children and their families/carers in a variety of settings, including schools, nurseries and home. https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy If children have a GP address in Coventry, we are also able to access support from the Coventry Occupational Therapy team. https://www.covkidsot.co.uk/
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Transition

How will the school help my child move to a new year group, Key Stage or to a different school?

Children and young people with SEND can become particularly anxious about moving on to a new class or school so we seek to support successful transition by:

When moving to another school: We will contact the School SENDCo and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

When moving year groups/forms in school: Information will be shared with your child's new teacher. At the end of each school year we put aside several Development Meetings to ensure information about each child is passed on to their new teacher. Children will be given a transition booklet and if required, they may make extra visits to their new class and teacher to support with transition over the holiday.

In year 6 - 7 transition: The SENDCo or class teacher will attend the Primary/Secondary Transition day meeting if required, to discuss specific need of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan which may include more visits to the new school and/or additional visits from the new school. We tailor this support to ensure that it meets the individual needs of the child.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Recent training has covered :

- **Safeguarding and Child Protection**
- **Behaviour**
- **Autism**

- Attachment and trauma
- Restorative Practice
- Early Help Lead training
- Accelerated Reading
- DSL training
- Warwickshire EHCP training
- Mental Health First Aid
- Mood training (covered stress, anxiety, low mood and depression)
- Resilience training (Boomerang)
- M.O.V.E.S training
- OT intervention support
- Self-harm training
- Pathological Demand Avoidance
- Lego Therapy
- Drawing and Talking
- WellComm toolkit
- Bereavement training
- SENDCo Network events and Gateway training (termly)
- Boxhall Profile training
- Grief training
- Sensory Circuits training
- Adaptive and Inclusive Teaching training
- Local SEND Network meetings (attended by the SENDCo termly)
- Inclusion Framework network meetings led by the Educational Psychology service

Our SENDCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

We also have staff with specialised expertise and qualifications in school including:

Accredited SENDCo (National Award)

Accredited DSLs (5 staff members trained, one of whom works in Preschool)

Accredited Teaching Assistants

First Aid Trained Teachers and Teaching Assistants

Trained Learning Mentor

FURTHER INFORMATION about support and services for children and their families can be found in:

- The Local Authority Local Offer: <http://www.warwickshire.gov.uk/send>
- SENDIASS (Special Educational Needs, Information, Advice and Support Service):
<https://directory.warwickshire.gov.uk/service.php?key=warwickshire-parent-partnership-service>
<https://www.family-action.org.uk/what-we-do/children-families/sendias/warwickshire-parent-partnership-service/>
- The DfE Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>