

## Local Offer



Wood Field Primary School



<b>Name of School</b>	Wood Field Primary School
<b>Address</b>	Stanley Park Road Carshalton SM5 3HW
<b>Postcode</b>	SM6 9QU/ SM5 3HW
<b>Name of contact person</b>	<b><u>Assistant Head Inclusion</u></b> Mrs Lindy Sills <b><u>SENCo</u></b> Mrs Katie Fowkes- Smith <b>Trainee SENcos</b> Jade Allan Kelly Neilson <b>SEND Admin</b> Sarah Lungley
<b>Telephone</b>	020 8619 1120
<b>Email</b>	send@woodfieldprimary.com
<b>Website</b>	<a href="https://www.woodfieldprimary.com/">https://www.woodfieldprimary.com/</a>
<b>Instagram</b>	@woodfieldprimary
<b>Twitter</b>	@WoodFieldGLT
<b>Contact to discuss child needs</b> Who will I contact to discuss the concerns or needs of my child?	In the first instance, parents are encouraged to talk to their child's class teacher. The school office will be able to direct you to the most relevant person. If you have concerns about the provision that is being provided, please contact the school SENCo using the above email address to arrange an appointment to discuss the matter further with Mrs Katie Fowkes Smith or Mrs Lindy Sills
<b>About the school</b>	Our school is a four-form entry primary with a base for children with Autism, named Oak Field. We are a highly aspirational, caring and welcoming school located in Carshalton, Surrey. We moved to our present site nine years ago and have developed it into a school that has excellent facilities including a newly refurbished playground.  With our school vision of 'We are Limitless', we believe that the wellbeing of every single child is

	<p>at the heart of everything we do. We set high expectations in all areas, including behaviour and through a creative and exciting curriculum, inspire a love of learning and help to develop the skills and attitudes that our children need to flourish and be the 'best they can be'.</p> <p>We want our children to have exciting learning experiences with lessons that fully engage all learners. The lessons taught here at Wood Field Primary School are active and children are equal participants and leaders in their learning.</p> <p>We recognise that every child is unique and we celebrate each of our positive differences.</p> <p>We know how vital working in partnership with parents and carers is if children are to find school a positive and rewarding experience. We look forward to working with you and your family throughout your time at Wood Field Primary School.</p> <p>We are a proud member of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character.</p>
<p><b>Assessing children</b> How does the school know how well my child is doing?</p>	<p>Progress feedback is regularly shared with all our learners and their families as part of the ASSESS-PLAN-DO-REVIEW cycle. There are also a number of opportunities where parents can meet with staff to discuss learner progress.</p>
<p><b>Informing parents and carers</b> How will I be kept informed about how well my child is doing?</p>	<p>Wood Field host a number of curriculum sessions (assessment/maths mastery/SEND coffee mornings) to help families understand what learning is expected and how they can best support their child's needs.</p> <p>Should regular contact be required, parents and staff will make suitable arrangements to ensure this is put in place.</p> <p>Wood Field has an open door policy enabling parents to be able to talk to the class teacher about any concerns they have. Every opportunity is taken to strengthen this dialogue.</p> <p>For children who are on the SEND Register, Pupil Outcomes are shared with parents and they receive a hard copy of the outcomes their child is working towards on a Pupil Outcome Proforma (POP)</p>

	<p>Annual Review meetings are set up for parents of children with an EHCP, outside agencies and the school to ensure that there are opportunities to discuss pupil's provision and progress.</p>
<p><b>Updates on progress</b> How regularly will I be updated on my child's progress?</p>	<p>Pupil Outcome Plans are shared with parents termly. Parent Consultations are arranged termly where parents are offered appointment times to discuss their child's progress.</p> <p>Wood Field has an open door policy enabling parents to be able to talk to the class teacher about any concerns they have. Every opportunity is taken to strengthen this dialogue.</p>
<p><b>If a child is not making progress</b> Will I know if my child is not making progress and what will happen?</p>	<p>The provision is carefully matched to the specific needs of individual pupils. Through Quality First Teaching, staff make reasonable adjustments to help include all children, not just those with SEND. Our school provision map shows the range of interventions in place in our school which will be used when we identify children who will benefit from these interventions (Please see SEND policy). All the interventions used are effective and are known to support children to make increased progress. The Class Teacher/TA/School Managers/Head of Year/SENCo will monitor the progress of all children receiving additional support to ensure that the provision we have put in place has the impact we are expecting.</p> <p>The Head teacher, Assistant Heads and SENCo play an active role in monitoring the quality of SEND provision and the impact of interventions where possible.</p> <p>All additional support is overseen by the SENCo and every teacher is a teacher of SEND. Teachers are both responsible and accountable for the progress and development of <u>all</u> pupils in their class.</p>
<p><b>Curriculum</b> What is the curriculum and how is it taught?</p>	<p>We follow the National Curriculum, with a focus on topic based learning. Please see our curriculum map on the school website for further information.</p>

<p><b>Adapting for child needs</b> How will the curriculum be adapted to meet the needs of my child?</p>	<p>Differentiation is embedded in the curriculum and practice. Tailored personalised curriculum and regular year group action plans with the senior leadership team help to monitor this and reflect on the next action steps. All teachers are provided with information on the needs of individual pupils so that they can plan the learning within the curriculum to ensure that all pupils are able to make expected progress. All teachers are clear on the expectation of wave 1 provision and this is monitored through, drop-ins and SEND learning walks.</p>
<p><b>Teacher flexibility on child needs</b> How flexible can teachers be in meeting the needs of my child?</p>	<p>The provision is carefully matched to the specific needs of individual pupils. Through Quality First Teaching, staff make reasonable adjustments to help include all children, not just those with SEND.</p> <p>Our school provision map shows the range of interventions in place in our school which will be used when we identify children who will benefit from these interventions (Please see SEND policy).</p> <p>All the interventions used are effective and are known to support children to make increased progress. The Class Teacher/TA/School Managers/Head of Year/SENCo will monitor the progress of all children receiving additional support to ensure that the provision we have put in place has the impact we are expecting.</p>
<p><b>Additional support</b> Is there any additional support available to help my child reach his/her expected outcomes?</p>	<p>All teachers have qualified teacher status and receive further training through INSET days during the academic years.</p> <p>At Wood Field, we are very fortunate to offer the expertise of specialist teaching in music and French. Throughout the year, there are also opportunities from various specialists to deliver PE.</p> <p>Wood Field works alongside outside agencies such as Speech and Language Therapists, Paving the Way, Educational Psychologists, Physical and Sensory Support, Occupational Therapy and Physiotherapy. Where external support is necessary, the school always</p>

	communicates this with parents to receive permission for referrals.
<b>Learning strategies</b> Are there any special features or strategies to help children learn?	We offer a small English group for children with Special Educational Needs that is taught daily in year 1 and 2.  Access to teaching assistants in all year groups. Small group and individual intervention programmes are run throughout the school.  Visual support such as now/next cards and mini whiteboards to support children with specific needs.  All class teachers use Quality First Teaching strategies as part of their practice.
<b>Meeting child needs</b> How do I know my child's particular need will be met?	We regularly review our pupil's needs on an individual basis and tailor our response accordingly. We keep parents and carers informed throughout and encouraging their input in how we support their child. As stated previously, we offer a variety of support strategies to help our learners.
<b>Access to exams</b> What arrangements are available for pupils to access tests and assessments?	Arrangements for tests and assessments: Screening to identify children who require additional time in tests.  Additional time in tests for children with Education, Health and Care plans
<b>Additional support or time for exams</b> How will I know if my child qualifies for additional support or time to access tests?	Parents will be informed if their child qualifies for additional support or time to access tests.
<b>Comfort, safety and socialising</b> How does the school help my child to feel comfortable and safe and manage social situations?	<ul style="list-style-type: none"> <li>• Alternative lunchtime provision for those children who require it in our Nurture Room (Oct 2022)</li> <li>• Lunchtime and after school clubs</li> <li>• Visual timetables and cues</li> <li>• Social skills groups</li> <li>• Turn taking interventions such as Lego Therapy</li> </ul>
<b>Developing social &amp; emotional skills</b> How does the school help develop my child's social and emotional skills?	<ul style="list-style-type: none"> <li>• Nurture</li> <li>• ELSA (Emotional Literacy Support Assistant) support programmes</li> <li>• Regular 'celebration of success' opportunities including 'Shout Out' assemblies.</li> <li>• Year group reward systems and stickers</li> </ul>

	<ul style="list-style-type: none"> <li>Transition books provided for pupils that need this additional support to manage the move from one-year group to another.</li> </ul>
<p><b>Early Help Support in the Community (Tier 2)</b>  Examples : please include any ELSA ( Emotional Literacy Support Assistant), counselling, Talk and draw, parent groups, support groups for parents and children e.g. Self Esteem and social skills, Clinical Psychology paid for by the school, Mentoring, Anger management / Feelings work.</p>	<p>Nurture</p> <p>ELSA (Emotional Literacy Support Assistant) support programmes</p> <p>Child Mental Health Practitioner</p> <p>Crystal Palace Team Mates Programme</p> <p>When necessary, and with parental consent, we seek support from outside agencies such as the school nursing team, Jigsaw4U, educational psychologist and a range of other providers</p>
<p><b>Bullying</b>  What is the school's policy on bullying?</p>	<p>The school's anti bullying policy can be found on the website  <a href="https://www.woodfieldprimary.com/">https://www.woodfieldprimary.com/</a></p>
<p><b>Disability support</b>  What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p>	<p>Wood Field has a full Accessibility Plan in place and the environment is fully accessible.</p> <p>There are disabled toilets in the school buildings.</p> <p>At Wood Field there is a lift to use should the need arise.</p> <p>Appropriate resources are provided to children who need to access learning in a different way.</p> <p>Wood Field School policies and practice adhere to and embrace The Equality Act 2010.</p> <p>Wood Field is committed to making reasonable adjustments.</p>
<p><b>Accessing lessons</b>  How do I know my child will be able to access all lessons?</p>	<p>Any specific issues that prevent a child accessing all lessons can be addressed by the parents or teachers. Appropriate support can then be put in place.</p>
<p><b>Who we work with</b>  Who does the school work with?</p>	<p>Wood Field works alongside outside agencies such as speech and language therapists, Paving the Way, Educational Psychologists, Physical and Sensory Support, Occupational Therapy and Physiotherapy. Where external support is necessary, the school always communicates this with parents to receive permission for referrals.</p>

<p><b>Working with other agencies</b> How does the school work with other agencies?</p>	<p>If the School feels that a referral needs to be made to an outside agency, then they will complete the necessary paperwork.</p>
<p><b>Informing parents and carers</b> How will I be informed?</p>	<p>If the school feels that a referral needs to be made to an outside agency this would be discussed with the parents to establish consent. Meetings will be held with parents to ensure that they are kept fully informed.</p>
<p><b>Helping your child settle with confidence</b> How will the school help my child settle with confidence and manage change as they move between schools and year groups?</p>	<p>Clear transitional practices are in place:</p> <ul style="list-style-type: none"> <li>• Visual Timetables are used in all classrooms.</li> <li>• Social stories are used as needed.</li> <li>• Photo transition books are provided for relevant children</li> <li>• Additional visits are made to new classes or other settings when needed.</li> <li>• Teachers have clear time for transfer of information.</li> <li>• Secondary school transfer of information and settling visits are made.</li> <li>• Assistant Head and SENCo transfers information to Secondary SENCOs at Borough meetings.</li> <li>• Nursery and Reception teachers and SENCo's have transfer of information meetings.</li> </ul>
<p><b>Extended School Day</b> What additional facilities do you offer? e.g. Breakfast club; After school clubs; walking train to after school care</p>	<p>Breakfast Club and After School Club is run by Jancett on our school premises.</p> <p>Wrap Around Club is available and is run by school staff for a shorter duration than Jancett. This provision includes breakfast in the morning, or a small snack after school.</p>
<p><b>Policies</b> Add any relevant web links to things like policies here, e.g. SEN policy, Behaviour policy, Equalities policy, Access Plan</p>	<p>All policies, for example, SEND policy, Behaviour policy can be accessed via the school's website:</p> <p><a href="https://www.woodfieldprimary.com/357/school-policies-and-reports">https://www.woodfieldprimary.com/357/school-policies-and-reports</a></p>
<p><b>Keywords</b></p>	

