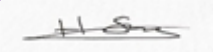


SEND REPORT (LOCAL OFFER)



Wood Bank School

From strong roots we grow and blossom

Policy Ratified	September 2026
Review Date	September 2027
Signed (Headteacher)	
Signed (Chair of Governors)	

Wood Bank School Local Offer (SEND Report)

We are a primary special school for children with a wide range of Special Educational Needs, aged 4 to 11 years. A dedicated team of staff work with parents, carers and multi-agency professionals to ensure that all aspects of Education, Health and Social Care are matched to the individual needs of each child.

The following details Wood Bank School's (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer www.calderdale.gov.uk/localoffer set out in Calderdale's Local Offer which details the provision available in all Calderdale schools and academies.

Contact Details	
➤ Headteacher	Jenna Port
➤ School Telephone	(01422) 884170
➤ Address	Wood Bank School Dene View Luddenden Halifax HX2 6PB
➤ Email	admin@woodbank.calderdale.sch.uk
➤ Age Range	4 - 11
➤ Funding	Funding is provided by the Local Authority. Every child is allocated a minimum of £10k per place and also receives additional 'High Needs Top Up Funding' which is assessed against needs based criteria and reviewed annually
➤ Special Educational Needs Co-ordinator (SENCO)	Nicola Crowther (Deputy Head)
➤ SEN Governor	Hannah Sugden

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have Special Educational Needs. The information aims to be clear and easy to understand, however if you would prefer to talk to a member of staff, please use the phone number and/or the email address above to contact school.

How will Wood Bank support my child?

- Our school is structured with needs-based classes which allow us to provide the appropriate curriculum for each child to fulfil their potential. As a school we offer four pathways 'Discover' 'Develop' 'Engage' and 'Explore.' These bespoke pathways were written and designed by us for the pupils at Wood Bank
- All four pathways are purposefully designed to develop happy and confident pupils. Every child is unique, and we create enjoyable learning experiences by responding to pupils' interests, development capacity and styles of learning. Each pathway empowers pupils to fulfil their potential in a meaningful way
- Pupil wellbeing plays a big part in physical and emotional health which impacts upon their ability to learn, our curriculum is designed to promote emotional wellbeing, resilience and confidence. We endeavour to give pupils the cultural capital they need for future success by providing the best start in life
- Each class ranges from between 9 - 12 pupils, has a Class Teacher and a high staffing ratio of Teaching Assistants to support the personalised needs of the children (average of 4/5)
- Each child has EHC targets that are updated at the EHC Review meeting. These are frequently evaluated and fed into daily planning to provide individualised learning outcomes for each child. The purpose of these targets is to remove barriers to learning allowing all children to access our bespoke curriculum
- The quality of teaching is assessed regularly and is consistently high across all pathways

How do we involve parents, children and young people?

- We have three Family Intervention Leads/DSL's who work within school and are available during the school holidays. Their role is to provide families with any additional support they may need, and to liaise with other professionals to get specialist help in the home where appropriate.
- We run a family network meeting once a half term where outside agencies and Wood Bank staff provide support and deliver specific training to parents/carers
- We provide our parent/carers with additional access to information through; our school website, email, newsletters, class dojo, text messaging service and training opportunities
- We engage with parents/carers regarding the progress of their child including; Class Dojo, telephone calls, Parent Consultation Meetings, EHC Reports, EHC meetings, Celebration Assemblies and End of Year reports
- At Wood Bank School we believe that all children are entitled to a voice, and we work hard to ensure that children's views and beliefs are shared so that we can be as inclusive as possible. Where children need additional help in communicating their ideas, we use ICT and symbols so that they have an equal opportunity to express their opinion.

How do we help a child with physical needs?

- Across the school we have a bespoke writing strategy that is timetabled regularly across all pathways. Our writing scheme follows a developmental approach that includes messy play – mark making – pre-formal – formal handwriting
- Physical Education sessions are timetabled weekly
- Key facilities in school support physical development including;
 - **Sensory regulation room** - providing opportunities for children to self-regulate through a climbing wall, trampoline and swing
 - **Soft play room** – to develop physical skills through play and exploration
 - **Forest School** – to enhance outdoor learning opportunities and physical exploration
 - **Outdoor equipment** – including specialist swings, roundabout, climbing equipment, slide
 - **4 playgrounds** – to enhance outdoor play

- Physiotherapists work 1:1 with children who need additional support for their physical needs.
- Each child (where applicable) has a moving and handling plan that is put in place and assessed regularly by a Key trainer.
- Staff ensure that children are placed in the correct equipment to prepare them for learning and ensure that they change positions throughout the school day to keep them as comfortable as possible.
- We provide Hydrotherapy activities/swimming for all children in Key Stage 2 for at least a term per year
- We employ our own swimming teacher
- We employ two sports coaches full time in school to work with groups/individual pupils
- The school is currently on one level and is fully accessible to children with physical needs. We also have hoists installed in all classrooms and toileting areas
- A range of pencil grips are provided to support children in grasping pencils correctly. The NHS Occupational Therapist (OT) assists with programmes for development of fine motor skills, where necessary

How do we help a child with speech and language needs?

- Communication is the heart of all learning within school, as such we adopt a total communication approach to allow the development of pupils' social and functional communication skills. Specialist strategies are woven into daily practice across the curriculum pathways designed to build the foundations of communication.
- Key approaches include Intensive Interaction, The Hanen Approach, Hand Over/Hand Under Sign, On Body Signing, Augmentative and Alternative Communication Devices (AAC), Objects of Reference, TEACCH, TACPAC, Call and Response, Picture Exchange Communication (PECS), Core Boards and signing with Sign Supported English and Speech.
- We have a Speech and Language Therapist from the NHS who works with the school on a referral basis
- All pupils on the Engage, Discover and Develop curriculum have a personalised communication plan that links with their EHCP
- All classes use a visual timetable
- Staff wear aprons containing symbols so they can be accessed at all times, particularly when supporting pupils to transition around school
- All doors have symbols to support pupils to navigate as independently as possible around the building
- We have trained intervenors in school who work on a 1:1 basis with children who have a multi-sensory impairment and this specification within their EHC plan.
- Switches, E-tran frames, I-Pads, Eye Gazes and other computing equipment are used with children requiring this support. Staff receive training in the use of all Augmented and Alternative Communication (AAC)

How do we help a child with sensory impairment?

- We receive support from the visual, hearing and multisensory impairment agencies to support our teachers in delivering an accessible curriculum.
- We have a sensory room within school where children can experience a multi-sensory environment based around our themed topics
- Staff are trained in MSI and use specialist teaching approaches to adapt the learning environment
- Adaptations are made to the environment to support access

How do we help a child who has social and emotional difficulties?

- We have a strong policy on promoting positive values and celebrating success.
- We have a Senior Mental Health Lead who has undertaken appropriate training for this role
- A new addition to our structure is a Pupil Wellbeing Lead who supports pupils with 1:1/group therapeutic inputs
- A major focus of our day is identifying children in need of confidence and self-esteem and focusing on identifying strategies to support this development with each individual.
- All staff trained in PRICE and whole school ethos of trauma informed practice and human rights
- We employ a Pupil Engagement Lead who works 1:1 with identified pupils to support inclusion in the curriculum
- We have our own bespoke RSHE Curriculum which is woven into daily practice and identifies specific children to support
- We work alongside Calderdale Music trust providing music therapy and musical focus groups focussing on raising self-esteem

How do we help a child with behavioural difficulties?

- We recognise that each child within school is an individual and therefore need an individual approach to any behavioural challenges.
- Six members of staff are PRICE trainers including 4 members of the Leadership team
- We have a nominated Restraint Reduction Lead
- We have behaviour lead who supports behaviour across school
- WE also employ a dedicated behaviour data lead to write positive behaviour support plans and use an evidenced based approach to guide practice
- Pupils supported through a Step 2 plan are regularly discussed through team meetings, including parental discussion to find greater ways to support all pupils to effectively access the curriculum
- All staff are given regular updates on positive behaviour management strategies to ensure everyone is up to date in their knowledge and understanding of the PRICE principles and reflect these within their practice

How do we help a child who needs support with literacy?

- Reading schemes are delivered across school to ensure that pupils learn to read in line with a best fit approach. Pupils follow a phonetic approach using the Read Write Inc system. Reading is timetabled daily across each pathway
- Staff access regular phonics training provided by Ruth Miskin
- In the Discovery and Develop Curriculum we immerse our pupils in the language of everyday life to support language development. Early language skills start with pupils recognising print in their environment and understanding that this is a means of communicating. At Wood Bank this starts with learning about daily routines and key transition points.
- In the Explore Curriculum pupils are encouraged to grow a love of language and use it for both fun and information purposes. Lessons are delivered in a fun way using strategies that build vocabulary, grammar use and spelling skills. Pupils start to describe features of stories and move towards deeper comprehension within texts. In addition, they enhance writing skills with the development of simple sentence structure extending the range of creative writing. We interject different texts to build these core skills and grab our pupils' interests with fiction, non-fiction, comics and magazines.
- Our Assistant Headteacher is responsible for developing reading across school

How do we help a child who needs support with numeracy?

- Our Curriculum leads support staff across all pathways to adapt their practice and teach early mathematical skills
- We have a clearly sequenced curriculum
- We create a stimulating learning environment to instil a love of maths in which pupils learn about numbers, space, measurement and shapes. Pupils start to develop their understanding of patterns, the relationship of numbers and spatial reasoning skills through song, sensory play, role play, ICT, and mathematical games. Specialist strategies are embedded to build a positive interest and knowledge of maths concepts needed in everyday life
- We deliver a vibrant curriculum that stimulates and cultivates a love for maths. Our enriched approach challenges pupils to fulfil their potential across several maths concepts. Maths experiences are explored at individual pupil level in a practical way through, sensory play, role play, ICT, mathematical equipment, games and maths exercises
- Where appropriate pupils are encouraged to think critically and discover how to apply mathematical skills to everyday life. We build on an ability to solve problems through decision making by equipping pupils with essential maths language. This deepens their understanding, skills and knowledge eventually leading to maths mastery

How do we support a child who has medical needs?

- We have a full time Special School Nurse and Healthcare Assistant within school
- The School Nurse oversees Individual Care Plans for children with complex medical needs
- All staff are trained in supporting pupils with allergies
- Identified staff are trained in the administration of medication and gastrostomy feeds
- If a child within school has a specific condition that we are not familiar with we work closely with other professionals before a child enters school to make sure they have all the support they need
- There are trained First Aiders throughout school including paediatric, who provide support for children and staff. We also have one trained members of staff who holds a National Rescue Certificate for assistance at all swimming

How do we help a child who has English as an Additional Language (EAL)?

- Within school we have bi-lingual Teaching Assistants who provide support for both children and parents of Pakistani origin
- Where needed we use translators for meetings and home visits to support parental understanding
- The 'Total Communication' approach ensures that all children have access to a rich visual environment, where spoken language is reinforced with objects of reference, signing, PECS, symbols and photos
- All of our children are developing their receptive and expressive language skills, and individual and small-group structured teaching sessions support this

How do we support a child with profound and multiple needs?

- Within school we currently have one class for children with Profound and Multiple Learning needs. They follow the Engage Curriculum which uses the Engagement Model to record small steps of progress and monitor pupils' highest level of engagement so that teachers can adapt their practice
- The class teachers provide a sensory learning environment and curriculum that focuses on developing skills, creating opportunities for physiotherapy and sensory needs, and developing communication through Intensive Interaction, touch cues and objects of reference
- All children within this group have access to physiotherapy equipment and specialist sensory

equipment

- There is a higher staffing level in these classes so that children have the opportunity to work 1:1 with an adult.
- The MSI team work closely with our children and staff team
- The environment is set to support multi-sensory approaches to learning

How will we meet a child's personal care needs?

- Identified pupils have a personal care plan
- We have several changing areas within school. Each area has a curtain to maintain dignity and access to hoists and other specialist equipment for safe moving and handling.
- We have a strict moving and handling policy and have three key trainers within school. This is to ensure that children and staff are always safe
- Staff undertake toileting programmes with some children to develop independent personal care skills
- Feeding plans are also in place for all children in school. This ensures independence where possible, and a consistency in approach across all staff in school

How will we include children in activities outside the classroom including school trips?

- Across school there are a range of facilities to enhance pupil engagement. Pupils' learning needs are reflected within the planning of activities which are delivered in short and highly active ways. Cross school enhancements include Forest School (on-site), sensory integration rooms, cookery school, soft play, nurture room, music therapy, music for the deaf, musical nurture groups, Sherborne movement, physiotherapy and swimming. Opportunities are provided for pupils to gain social experiences and to broaden their cultural capital through planned visits and events
- We have regular trips throughout the school year including:
 - Disport Competition
 - Inter-School sport competitions
 - Yamsen Multi-Sensory Music Days
 - Each class participates in an Educational Visit to reinforce learning according to the topic they are covering
 - We also use public transport and visits into the local community for children who will benefit from this learning.
 - Outdoor Education and Residential opportunities – The Explore Pathway have one dedicated week in the Summer term

How do we prepare and support a child/young person for transition?

- We hold an Open Evening early in the Autumn term to ensure parents are able to look around school and ask questions regarding the process. We also offer tours of the school for prospective parents/carers and a multi-agency transition meeting with new parents in the summer term to prepare for the admission of their child in September
- A transition overview meeting takes place between key staff in school to ensure all information is shared with all professionals
- Where children transition to Wood Bank during the school year, the same arrangements as above are in place
- We have a strong link with Ravenscliffe High School where many of our children move to when leaving us in Year 6
- To prepare children for this move children meet and familiarise themselves with staff and the school through weekly cycling, and three transition visits. Two of these take place with staff from Wood Bank

- Staff from Ravenscliffe visit us weekly during the summer term to spend time with children at Wood Bank
- A member of the Ravenscliffe Senior Leadership attends the Year 6 EHC meetings and offers parents the opportunity to ask any questions and arrange a visit to look round the school
- If a child is moving to a different High School, staff from Wood Bank will meet with the SENCO; they will also be given every opportunity to meet with the children and key staff in school

How will we develop social skills throughout the school day, especially break times?

- Pupils with special educational needs often face challenges when it comes to regulating their emotions, developing friendships and growing their sense of self-worth. Our Explore pathway has purposeful subjects such as Skills Development designed to nurture pupils by equipping them with a set of interpersonal skills that will guide them positively through life.
- The development of social skills is crucially important for our children. Social communication sessions are run in each class, practising the skills of communication, requesting items, interpreting gestures, and understanding own and others' emotions
- Staff support children to interact appropriately with their peers, both in class, and at playtimes.
- We encourage independent play and activities are set up during these times with staff to support
- The needs-based classes allow us to develop social skills with peer groups through providing a meaningful and relevant curriculum that teaches social development
- We hold regular theme days which allows inclusive opportunities throughout the school

How do we allocate resources?

- All children receive a high-quality education at Wood Bank, in small, needs-based classes
- Decisions regarding additional resources are made in consultation with staff, the Senior Leadership Team, and the Governors, as appropriate
- Our budget links with whole school priorities
- Individual EHCP plans inform resource allocation on an individual level where needs cannot be met through our core offer

How do we ensure all staff are well trained?

- We have a Director of People role within our Senior Leadership structure to support the promotion of staff development
- Staff training is integral to the success of Wood Bank School. There is a well-planned programme of Professional Development (PD), accessing both external agencies and in-school expertise.
- Mandatory training is completed annually by all relevant staff members
- Staff in school follow a specific pathway for their continuous professional development. These pathways are designed to meet the needs of each cohort and respond to ever changing needs. This system uses the expertise of school staff to deliver specific training to all members of staff at Wood Bank enhancing their knowledge, skills and understanding of Teaching and Learning for children with SEND
- Staff are supported through the Performance Management process to identify professional development and embed this into practice

How do we raise awareness of special educational needs for parents and the wider community?

- We support mainstream schools in our local area when requested to provide SEND expertise and support
- Wood Bank is part of the Special School Cluster providing mainstream schools with support and advice through half-termly SEND surgeries and focused visits

Which specialist services do we access beyond the school?
• Physiotherapists • Occupational Therapists • Visual Impairment services • Hearing Impairment services • Multi-Sensory Impairment services • Disabled Children's Team • MAST (Multi-Agency Screening Team) • Wheelchair Services • Calderdale Human Resource Service • Calderdale Education Welfare Service • Calderdale Health & Safety Service • Calderdale Safeguarding Service • Specialist Provision Cluster
How do we deal with complaints regarding our provision for children and young people with SEN?
See our Complaints Policy

Below is a link to Calderdale's Local Offer where further information can be found:

www.calderdale.gov.uk/localoffer