

# SEND Information Report

## How we identify individual Special Educational Needs (SEND)

- *When pupils have an identified SEND prior to joining Woodlands Primary Academy, we work closely with families and professionals already working alongside the child to ensure that we are providing suitable support once child arrives.*
- *If you as a parent/carer tell us that you think your child has a SEND we will discuss this with both you and the class teacher at an initial meeting.*
- *If a member of our staff team thinks your child may have a SEND they will approach you initially with their concern. Once discussions have taken place, the member of staff will then follow school procedure in alerting the SENCO of the concern and further plans will be put in place.*

## How we involve pupils and their parents/carers in identifying SEND

- *We are a family centred school and as such you and your child are always and the centre of any discussion or decision making process around their SEND.*
- *Discussions around understanding and behaviours at both home and school will take place to ensure that we have a common understanding of the SEND displayed by your child.*
- *You will be invited to read, comment on and add to provision plans put in place by the class teacher and SENCO to support your child in school. You will be part of the on-going plan, do, review cycle around your child's provision. See SEND policy for more details on or Person Centred*

*Review tools.*

*How we adapt our curriculum so that we meet SEND*

- *All our staff access high quality training to ensure that they are able to fully meet the needs of children with SEND. Where a child presents with a SEND that staff are unfamiliar with, additional training is sought quickly to ensure the best possible provision is put in place.*
- *All class teachers follow the school's 'Non Negotiables' within all curriculum areas. This ensures high quality teaching happens for all children in all year groups, regardless of SEND. A copy of the 'Non Negotiables' can be seen on request.*
- *We use additional materials within school to ensure that children with SEND can access a curriculum that challenges them at their own level. We use Read, Write, Inc Phonics and catch up programmes to teach additional phonics sessions across school. We have staff trained in the use of various interventions, e.g. Power of 2, to ensure maths intervention can happen quickly and appropriately. Both BLAST 1&2 and Time to Talk are frequently used across school to help us to support children for whom speech, language and communication is difficult. SEALs materials are also used to support children who need additional work around their social and emotional needs.*
- *A number of interventions to support social, emotional and mental health needs are also available - these are usually delivered by our learning mentor, Mrs Grant.*

*How we modify our teaching approaches*

- *All members of our staff team are trained to ensure they are able to adapt teaching styles to a range of SEND. These may include specific learning difficulties such as dyslexia, autistic spectrum disorders, speech, language and communication needs as well as emotional/social difficulties.*
- *We have members of staff who work alongside children with speech, language and communication needs on specific interventions provided by the speech therapy service.*
- *Where necessary, children receive 1:1 support from a dedicated TA in order to help them fully access the curriculum at a level appropriate to them.*
- *Our learning mentor provides a safe and stable learning environment for children with Social, Emotional and Mental Health needs in addition to their engagement in whole class teaching.*

*How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress*

- *School use a range of assessment tools including the PIRA and PUMA testing materials to ensure gaps in children's knowledge are quickly noticed and appropriate support can be put in place.*
- *Children are assessed on a half termly basis, using either standardised testing materials or teacher assessments to ensure the most appropriate target setting happens often.*
- *A Boxall Analysis is used to track a child's progress with personal, social and emotional skills.*
- *Staff meeting times are regularly used to moderate our assessments to ensure all staff are giving a fair judgement to a child with SEND.*

- *Staff have accessed Assessment for Learning training and are able to carefully assess where a child is making less than expected progress in a lesson and adapt their teaching or resources appropriately to ensure that child can make the necessary progress across a session.*

*What equipment or resources we use to give extra support*

- *Children with SEND are able to access our nurture group or clam room if required to support their SEND.*
- *We use individual timetables, sand timers, countdowns and workstations where appropriate to support children's identified needs.*
- *Where necessary we will follow a differentiated behaviour support plan for children with an identified need.*
- *We have a large supply of ICT hardware and children with SEND are able to access a range of suitable programmes/apps in all curriculum areas.*
- *Children access individual now and next board where it is necessary to scaffold their day.*
- *Some children access ear defenders when using large areas of school such as the hall for assembly or lunchtime.*

*What extra support we bring in to meet SEND and how we work co-operatively with these services*

- *We work closely with school's QEST link advisor to ensure that we are accessing appropriate support for children with identified needs. QEST have several highly qualified specialist teachers on*

*hand to offer support in school to children with SEND, staff working alongside them and their families. This support could come from the speech, language and communication team, the hearing/visual impairment team, the specific learning disabilities team or the behaviours and emotional support team.*

- We can also enlist the support of the Jigsaw team when working with children who have on-going social, emotional and mental health needs.*
- We work in close collaboration with our School Health Advisor who is able to offer support and advice around any health needs which impact on a child's SEND.*
- We get additional support from the Speech and Language Therapy Service who will observe and work with children both in school and in clinic to provide both school and families programmes of work support a child's SEND where necessary.*
- School have provided a location for Speech and Language Therapy drop-in services*
- The Occupational Therapy Service is able to provide support to any children who require special seating or other adaptations to the physical classroom setting.*
- Physiotherapists are on hand, through referral, to provide advice if a child's mobility requires additional support.*
- Our school Educational Psychologist, Alison Bearn, works in close collaboration with both staff and families to observe, formally assess and provide recommendations for children with SEND.*

- *Together with the child and parent/carer we will work to ensure a child centred approach is maintained at all times. Whenever a review meeting around a child's progress is held, representatives from all aforementioned services are invited to attend and give professional opinions and advice around a child's continuing plan, do, review cycle.*

#### *Extra-curricular activities available for pupils with SEND*

- *All children with SEND are able to attend all extra-curricular sessions were appropriate. These change half termly but can include, multi-sports, football, rugby, keep fit, yoga, choir, cookery, fashion design, art and craft, computer programming and cheerleading.*
- *Children with SEND who wish to access specific additional extra-curricular activities can be directed to the MAHDLO centre where they can enjoy a range of specially supported sports and other sessions.*
- *We provide regular, off-site educational visits for all children with SEND.*
- *We are a Children's University accredited destination. This means that children of all abilities can gain 'points' towards their graduation from the Children's University by attending extra-curricular clubs at school.*
- *Children in Year 6 have the opportunity to attend a residential in the summer term and children with SEND are supported to ensure they too are able to access this.*

#### *How we support their transition into different Key Stages and onto high school*

- *Our regular plan, do, review cycle allows both teachers, children and parents/carers to ensure that they are well supported in the transition between key stages. Parents/carers are always fully involved in these discussions and additional transition work can be completed with children for whom familiarity and consistency is important.*
- *Our main transition points are from EYFS (YR) to Key Stage One (Y1), Key Stage One (Y2) to Two (Y3) and from Key Stage 2 (Y6) to Secondary provision.*
- *Where it has been advised that a child needs to move from mainstream education at Woodlands into a specialist provision, parents/carers and children will remain at the centre of discussions between school and the new setting. Carefully planning will go into a child's transition to a special school setting to ensure as little disruption to their education as possible.*
- *We are part of Moorend Academy Trust and work closely with other schools under the trust to promote a shared ethos across the Academy.*
- *Children in Y6 with SEND are fully supported in their transition to the secondary school of their choice. It is possible to arrange additional transition days across the year and for parents/carers to have additional time to meet with staff from the secondary school. Staff work in close collaboration with our secondary school partners to ensure transition is as smooth as possible for children with SEND.*
- *Children in Y5 with an EHCP will be offered additional advice and support around planning to*

*make the transition to Y7 as successful as possible for families.*

### *How additional funding works*

- *Woodlands Primary Academy receives funding for all children with SEND and this is used to finance additional resources, teaching staff and training.*
- *If a child's SEND is costing the school more than £10,000 annually, school can apply for additional funding from the authority through an Education, Health and Care Plan*
- *At Woodlands we have a stringent monitoring system to ensure that SEND funding is spent in the most beneficial way for all children with additional needs. Every child on the SEND register has a individual provision plan which is updated on a termly basis. As part of this process a costing exercise is completed, ensuring that children are being provided with cost effective resources and interventions to best suit their individual needs. Parents/carers are able to access this information when provision plans are shared.*
- *Children with an EHCP will have additional funding allocated to them depending on the severity of their SEND. Parents of children in receipt of this funding are able to request a personal budget if they deem it appropriate. This can be discussed further with parents/carers, school and the local authority.*

### *Where pupils can get extra support*

- *Children's views are extremely important to us and school endeavour to involve them in all*

*decision making surrounding their own progress in school.*

- *Our SENCO, Miss Humble is able to provide additional support to children with SEND where necessary.*
- *Mrs Grant is our learning mentor and has a dedicated space in school where children can access social, emotional and mental health support.*
- *Some children with SEND are allocated a 1:1 TA who can also provide them with the necessary support, ensuring their views are respected, on a day to day basis*
- *SEND children are encouraged to have high aspirations and provision is then tailored where possible to a child's own ambition. Woodlands takes the aspirations of our children very seriously and will always strive to provide additional support where necessary to those with SEND.*

#### *Where parents/carers can get extra support*

- *Woodlands advocates its own open door policy. This enables any parent of a child with SEND to access the support of staff in school at any time.*
- *In addition to the support received in school parents of children with SEND are also directed to Oldham's parent/carer forum POINT (Parents of Oldham in touch) This is an umbrella organisation for all parents/carers of children with SEND. They work alongside Oldham council, education and health providers to make sure the services they plan and deliver meet the needs of SEND children and tier families. <http://pointoldham.co.uk/>*

*What to do if you are not satisfied with a decision made around your child*

- *Your first point of contact is your child's class teacher or the school SENCO Miss Humble. If you are still unhappy with a decision you should then take your concern to the Head of School, Mrs Sharpe, the Executive Principal, Mrs Black. Should you still require further support you can request it in writing to a representative from the school governing body.*
- *A copy of the schools complaints policy can be requested from the office.*
- *If your complaint lies with the authority a representative from the SEND department can be contacted at the Civic Centre or by email to [cypf.compliants@oldham.gov.uk](mailto:cypf.compliants@oldham.gov.uk)*