



Standards & Achievement

# SEND Policy & Information Report

Academy level contribution:	All academies	
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## Contents

1. Introduction.....	3
2. Legislation and guidance .....	3
3. Definition of SEND .....	3
4. Roles & responsibilities.....	4
5. SEND Information Report .....	5
6. Complaints .....	5
7. Contact details of support services for parents of pupils with SEND .....	5
8. Monitoring arrangements .....	5
9. Linked policies .....	5
10. Appendices .....	6

## 1. Introduction

- 1.1. Woodlands Academy is committed to providing full and appropriate support to pupils with Special Education Needs and Disabilities (SEND). We operate a 'whole pupil; whole school' approach for our pupils and adopt inclusive practices with a focus on raising aspirations and improving pupils' outcomes, regardless of barriers and challenges they may face.
- 1.2. We work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils.

## 2. Legislation and guidance

- 2.1. This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
  - a) [Part 3 of the Children and Families Act 2014](#), sets out schools' responsibilities for pupils with SEN and disabilities.
  - b) [The Special Educational Needs and Disability Regulations 2014](#), set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
  - c) This policy also complies with our funding agreement and articles of association.

## 3. Definition of SEND

- 1.1. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 1.2. They have a learning difficulty or disability if they have:
  - a) A significantly greater difficulty in learning than the majority of the others of the same age, or
  - b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
  - c) Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles & responsibilities

### 4.1. The SENDCO

4.2. The SENDCO is Alistair Rea.

4.3. They will:

- a) Work with the principal and SEND governor/trustee to determine the strategic development of the SEN policy and provision in the school.
- b) Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHCPs.
- c) Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- d) Advise on the graduated approach to providing SEND support.
- e) Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- f) Be the point of contact for external agencies, especially the local authority and its support services.
- g) Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- h) Ensure the Academy keeps the records of all pupils with SEND up to date.

### 4.4. The SEND governor/trustee

4.5. The SEND governor/trustee will:

- a) Help to raise awareness of SEND issues at governing board/trustee meetings.
- b) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.
- c) Work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the academy.

### 4.5. The principal

4.6. The principal will:

- a) Work with the SENDCO and SEND governor/trustee to determine the strategic development of the SEND policy and provision within the academy.

- b) Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.7. All staff

4.8. Staff are responsible for:

- a) The progress and development of every pupil in their class.
- b) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.
- c) Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision and support.
- d) Ensuring they follow this SEND policy.

## 5. SEND Information Report

5.1. Please see appendix 1.

## 6. Complaints

6.1. All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

## 7. Contact details of support services for parents of pupils with SEND

7.1. Please click [here](#) for information about Nottingham City's local offer.

## 8. Monitoring arrangements

8.1. This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

## 9. Linked policies

- 1.1. Safeguarding & Child Protection Policy
- 1.2. Relationships & Positive Behaviour Policy
- 1.3. Concerns & Complaints Policy
- 1.4. Disciplinary Procedure Policy
- 1.5. Whistleblowing Policy

## 10. Appendices

### 10.1. Appendix 1: SEND Information Report

<p>What kind of special educational needs are catered for in your academy?</p>	<p>Woodlands Academy is part of the Raleigh Learning Trust, established to meet the needs of children who have an Education and Health Care Plan primarily in the City of Nottingham. Our catchment area is primarily the City of Nottingham with some pupils coming from various counties from around the country. Woodlands caters for Key Stage 1 to 4 pupils who have learning difficulties. Many of the pupils also have additional learning needs including one or more of the following - autistic spectrum disorder, mental health, ADHD, language and communication, medical needs, a range of syndromes and behavioural, emotional and mental health.</p>
<p>Which policies identify children and young people with SEND?</p>	<p>As a special school, all our policies are written around the SEND of our pupils.</p>
<p>How are their needs assessed?</p>	<p>Pupils are admitted to the school upon the recommendation and request from SEN Department at Nottingham City. Pupils usually arrive at Woodlands with an EHCP already in place, detailing the provision and strategies which will help the child have a successful education. We also use ongoing assessment, consult with relevant external agencies and work in partnership with parents, carers and pupils to evaluate our effectiveness in meeting the needs of our pupils.</p>
<p>Who is the school SENDCO?</p>	<p>Alistair Rea  <a href="mailto:Alistair.Rea@woodlands.raleightrust.org">Alistair.Rea@woodlands.raleightrust.org</a></p>
<p>How do you consult with parents of children with SEND and involve them in their child's education?</p>	<p>Woodlands strives to nurture relationships with parents/carers by frequent and appropriate communication. Parents are contacted on a regular basis either by phone/ email or other home school methods, decided upon through collaboration. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home. Parents' views are consulted by questionnaire. Information is also shared through termly newsletters and pupil reports and the school website.</p>
<p>How do you consult with children and young people and ensure they are actively involved in their education?</p>	<p>Pupils have opportunities to choose subject options. These lessons are organised in conjunction with pupil voices. All pupils have pastoral plans which are written with the pupils and outline their abilities and strengths, their personal aims and the actions they require by the school to reduce barriers to learning and social success. This information is regularly reviewed and the pupil's views are gained on the effectiveness of the plan. Pupils are consulted on a variety of issues, the latest being a discussion about the implementation and design of a new school uniform.</p>

<p>How do you assess and review children and young people's progress towards outcomes?</p> <p>What opportunities are there to work with parents and pupils as part of this assessment and review?</p>	<p>All pupils' needs are reviewed, at minimum, on an annual basis. These meetings are attended by parents, class teacher, and pupil (where appropriate). Other professionals will be invited to the reviews on request of either the school or parents if it is felt necessary. The focus of the reviews is to discuss pupil progress, appropriateness and accuracy of the statement and the appropriateness of current provision.</p> <p>Pupil progress is assessed through the use of Classroom Monitor, AET, MAPP and assessing progress against age-related targets. Assessment data is captured every half term and interventions are planned accordingly.</p> <p>Pupils in KS4 sit mock examinations to support their GCSE courses.</p>
<p>How do you support children and young people who move between phases of education?</p>	<p>When a child has attended another setting, our senior management team will liaise with the staff there to ensure that we are fully aware of the child's abilities, interests and needs. We have transition visits for pupils and parents who are starting our school so there are opportunities to become familiar with the setting and to meet and talk to staff.</p> <p>For children who move between classes, there are transition days so that they become familiar with the new setting and any different routines and staff.</p>
<p>How do you help children and young people prepare for adulthood?</p>	<p>Woodlands keeps abreast of current trends in employment and aim to find out what is possible in terms of future work and independent living for our young people. We liaise with Nottingham Futures to ascertain routes into further education and employment and develop our curriculum to meet the future needs of our pupils.</p> <p>Woodlands has Life Skills as a prominent part of its curriculum based on the four outcomes of Preparation for Adult Life.</p>
<p>What approach do you use when teaching children and young people with SEND?</p>	<p>The school has a strong tradition of curriculum development and the pupils are provided with an appropriate and dynamic educational programme. The rationale driving the Woodlands School curriculum is one of the learning opportunities which provide the foundation for our pupils to become lifelong learners who will be active members in their community. The core of the curriculum is an emphasis on basic skills, the foundation subjects providing a breadth of experience and a vehicle for the delivery of essential skills.</p> <p>The curriculum is delivered through the National Curriculum with additional input from EQUALS, a curriculum designed expressly with SEN children as the focus. From the Spring Term there will be additional EYFS support from the Ambleside EYFS lead.</p> <p>All Key stage 4 learners access college or Alternative provision.</p>
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p> <p><i>Please also refer to the academy's accessibility plan</i></p>	<p>All pupils have an EHCP and places are commissioned in consultation with NCC SEN. The curriculum is divided into three pathways and learners access the curriculum via a pathway suitable for their learning needs. Pathway 1 is a pre-formal curriculum, Pathway 2 semi-formal and Pathway 3 formal. A life skills curriculum has been developed based on the four outcomes from Preparing For Adulthood and is accessible across the pathways. Children's social needs and development are supported through the school's Golden Rules and through work done in PSHE using the Jigsaw curriculum.</p> <p>The school promotes inclusion and non-discrimination through its Golden Rules and fostering a sense of shared community via regular whole school celebratory assemblies.</p>

	<p>The learning environment has a series of adaptations to cater for the wide range of learning and sensory needs of the children including those children with a physical disability. The whole school is on one level with access ramps from the front and rear car parks. The school has adapted toilets and changing tables for children with mobility and/or intimate care needs. The school uses a range of communication methods to ensure information is accessible. This includes internal signage, large print resources and pictorial or symbolic representations as well as the use of Makaton being widely promoted throughout the school. The school also has a sensory room.</p>
<p>What expertise and training do your staff have?</p> <p>How do you secure additional specialist expertise?</p>	<p>Staff have regular CPD and their training needs are regularly reviewed which ensures that the needs of the school, as laid out in the School Improvement Plan, as well as individual professional needs are met. The long term well-being of the pupils is of paramount concern. All staff are trained to meet the needs of pupils, including ASD, Makaton, ADHD, Attachment and Trauma, Adverse Childhood Experiences etc.</p> <p>Additional specialist expertise is sought from areas of Social Care such as the Mental Health team and school has links to Educational Psychology services.</p>
<p>How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:</p> <ul style="list-style-type: none"> <li>○ Relevant policies and practice</li> <li>○ Book scrutiny</li> <li>○ SENCO/SLT/Governor monitoring</li> <li>○ Learning walks</li> <li>○ Performance management</li> <li>○ Pupil Voice</li> </ul> <p>Support Plans and EHCPs are regularly monitored, reviewed with staff, parents and children and updated to reflect progress through annual reviews. In addition to monitoring academic progress, we monitor social and emotional progress and wellbeing to ensure that all a child's needs are fully met.</p>
<p>How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?</p>	<p>We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems of early identification of barriers to learning and participation.</p> <p>Inclusion opportunities are available in a variety of ways for groups of pupils from trips out, enrichment activities, camps, work experience etc. The school also has a bike project which covers all pathways and ages and enables children of all abilities to access and experience bike riding.</p> <p>Woodlands has a School Council that meets on a regular basis and is made up of pupils from the school. Our pupils also take part in the Nottingham Primary Parliament.</p>



<p>How do you support the well-being of children and young people?</p>	<p>We promote the mental health and wellbeing of all our pupils with SEN through specialised training of staff in areas such as ASD, ADHD, medication, emotional literacy, behaviour management etc. We are able to refer to outside agencies for additional support, notably CAMHS and the Nursing Service.</p> <p>Through training and experience (a number of staff are 'Mental Health First Aid' trained) we are able to recognise and respond to social and emotional difficulties which pupils manifest in different ways. Many of our children cannot communicate their needs appropriately and can become withdrawn or show challenging behaviour. We understand that many of our children suffer from mental health difficulties such as anxiety, depression, self-harm, eating disorders, substance misuse and the short term consequences- poor achievement, low attendance, peer difficulties, as well as longer term- poor physical health, alcohol dependence, criminal behaviour, unemployment and life-threatening incidents. We have staff trained in emotional literacy support who work 1:1 with pupils where a need has been identified.</p>
<p>How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?</p>	<p>We regularly meet and converse with outside agencies to liaise and meet the needs of our pupils and their families. We refer pupils and families to relevant services according to an identified need. These include, but are not limited to:</p> <ul style="list-style-type: none"> <li>○ Virtual School Services</li> <li>○ Social Care</li> <li>○ Speech and Language Team</li> <li>○ Educational Psychology Service</li> <li>○ Cluster groups for Mental Health</li> <li>○ Childhood and Adolescent Mental Health Services</li> <li>○ Futures post 16 Support</li> <li>○ Nursing Service</li> <li>○ Physiotherapy Services</li> <li>○ SEN departments of Local Authorities</li> </ul> <p>Autism Education Trust</p>

## 10.1. Appendix 2: SEND Provision Map

Area of difficulty	Wave 1	Wave 2	Wave 3
Cognition and learning	Phonics groups Phonics interventions Lexonik	TA3 support/intervention	Autism Team Garden allotment education
Speech, Language, Communication & Interaction	Makaton PECS Signs and symbols Communication books and visual timetables Intensive interaction	Phonics Interventions	UNLOCK Project SALT
Sensory & Physical	Sensory room Bike project	Individual sensory diet and planned movement breaks	Garden allotment education
Social, Emotional, Mental Health and Behavioural	Golden Rules Mental Health First Aiders	ELSA program 1-1 support Art therapy	Educational Psychologist Service MHST groups and interventions CAMHS

### 10.1. Appendix 3: Graduated Approach

