



Academy Policy

SEND Policy & Information Report

CEO approval:	Sean Kelly	Date: Autumn 2025
LGB Cluster ratification		
Last reviewed on:	Sept 2025	
Next review due by:	Sept 2026	

To be ratified

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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 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) The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
 - d) The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimization; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
 - e) The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.
 - f) The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
 - g) This policy also complies with our funding agreement and articles of association.

3. Inclusion and equal opportunities

- 3.1 At Woodlands Academy we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.
- 3.2 We will achieve this by making reasonable adjustments to teaching, the curriculum and the academy environment to make sure that pupils with SEND are included in all aspects of school life.

4. Definition of SEND

4.1 A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

4.2 They have learning difficulties or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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
- 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.

4.3 The four areas of need:

Area of Need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">Specific learning difficulties, which impact 1 or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxiaModerate learning difficultiesSevere learning difficultiesProfound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">Mental health difficulties such as anxiety, depression or an eating disorderAttention deficit disorder, attention deficit hyperactive disorder or attachment disorderSuffered adverse Childhood Experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<ol style="list-style-type: none">Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.Pupils may have:

	<ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
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5. Roles & responsibilities

5.1 SENDCo

5.1.1 The SENDCo is Alistair Rea

5.1.2 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 EHC plans.
- 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) Advice 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 regarding reasonable adjustments and access arrangements.
- h) Ensure the Academy keeps the records of all pupils with SEND up to date.

5.1.3 The LGB will ensure the duties set out in this policy are carried out effectively by the academy.

5.1 The SEND link governor/trustee

5.1.1 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.

5.2 The principal

5.2.1 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.
- c) Have an overview of the needs of the current cohort of pupils on the SEN register.
- d) With the SENDCo, monitor and identify any staff who have specific training needs regarding SEN, and incorporate this into the academy's CPD plan.

5.3 All staff

5.3.1 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.

6. SEND Information Report

6.1 Please see appendix 1.

7. Complaints

7.1 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.

8. Contact details of support services for parents of pupils with SEND

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

9. Monitoring arrangements

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

10. Linked policies

10.1 This policy is in link with the following:

- a) a) Child Protection & Safeguarding Policy
- b) b) Relationships & Positive Behaviour Policy
- c) c) Concerns & Complaints Policy
- d) d) Disciplinary Procedure Policy
- e) e) Whistleblowing Policy

11. Appendix 1: SEND Information Report

What kind of special educational needs are catered for in your academy?	Woodlands Academy is part of the Raleigh Education Trust, established to meet the needs of children who have an Education and Health Care Plan. The academy's catchment area is primarily the City of Nottingham, but the academy can/does educate pupils from various counties from around the country. Woodlands Academy caters for pupils aged 3 - 16 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.
Which policies identify children and young people with SEND?	As a special school, all our policies are written in a context of SEND and the needs of our pupils.
How are their needs assessed?	Pupils are admitted following Nottingham City's SEN consultation process. The majority of pupils have Education Health and Care Plans (EHCPs), which set out clear outcomes for the pupils. 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.
Who is the academy's SENDCo?	Alistair Rea Alistair.Rea@woodlands.raleightrust.org
What expertise and training do your staff have? How do you secure additional specialist expertise?	All staff have training in Autism awareness, trauma-informed practice, Makaton and de-escalation training by Team Teach. Staff also receive regular needs-led training, including supporting various medical needs and regular safeguarding training.

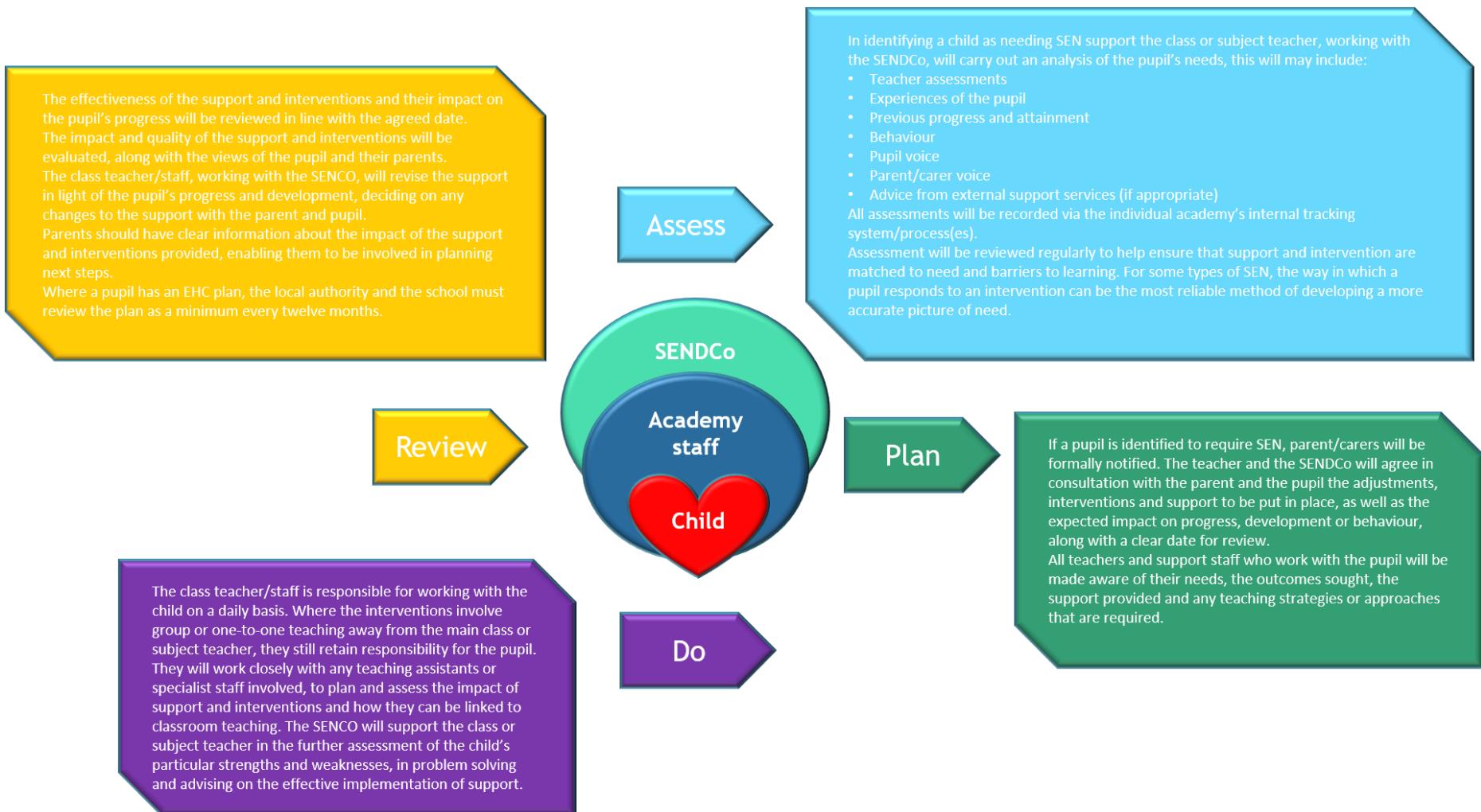
<p>How will the academy know if my child needs SEN support?</p> <p>How are their needs assessed?</p>	<p>The majority of pupils at Woodlands Academy have an EHCP with a diagnosis of SEND. Pupil needs are assessed through the EHCP process; however, the academy has ongoing assessment processes and procedures, that ensure we are meeting both academic and personal development needs of each pupil.</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>The academy has a clear assessment process that supports staff in planning effective learning (academic and personal development) outcomes and activities. Whilst pupil knowledge is assessed regularly during lessons via TA, pupil assessment data is collected three times per year, which includes assessing section E outcomes of each pupil's EHCP. Parental communication takes place weekly via phone calls or Class Dojo, where pupil progress is discussed, and parent views collected. EHCP annual reviews provide an opportunity for parents and carers to meet with school staff and external agencies to review their progress and there are two parents' evenings a year where parents and carers have the opportunity to review their child's progress with school staff.</p>
<p>How do you consult with parents of children with SEND and involve them in their child's education?</p>	<p>Woodlands Academy strives to nurture relationships with parents/carers through frequent communication including phone calls, emails, Class Dojo, newsletters and website updates. Parents/carers are invited to annual EHCP review meetings as well as parent evenings in Autumn and Spring to discuss academic and EHCP outcomes progress. Parents are also provided with an end of year reports and are key stakeholder in their child's EHCP annual review. 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>Pupil voice is gathered regularly and used to inform future developments. The school has an active pupil council, which contribute to activities such as teacher recruitment, fundraising and the development of the learning environment.</p>
<p>How will the academy adapt its teaching for my child?</p> <p>What interventions are available at your academy to support my child?</p>	<p>The Academy offers a rich and personalised curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The curriculum builds on the knowledge, understanding and skills of all our pupils, whatever their starting points, as they progress through each key stage and on each learning pathway. The curriculum is adapted to be ambitious and meet the needs of pupils with wide-ranging SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Curriculum planning ensures pupils encounter and experience a wide range of challenging texts and activities that build their understanding and enable them to develop skills across a broad range of subjects.</p> <p>Pupils follow one of three learning pathways, with individualised curriculum intents to support different needs. Each pathway has a clearly defined endpoint, which pupils work towards:</p> <ul style="list-style-type: none"> • Blue Pathway - GCSE and Functional Skills at Level 1 and Level 2 for more able pupils • Green Pathway - Entry Level • Yellow Pathway - Unit Awards

	<p>There is a focus on developing life skills, independence and communication. Communication strategies including Makaton, PECS, signs & symbols and braille are utilised to support communication for all pupils. The use of Makaton is evident for both staff and pupils. Pupils use Makon to communicate with staff and each other.</p>
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<p>The majority of pupils have an EHCP and places are commissioned in consultation with NCC SEN. 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. The school promotes inclusion and non-discrimination through its Golden Rules and fostering a sense of shared community via regular whole school celebratory assemblies. 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 sensory rooms and changing rooms for children with intimate care needs. Adjustments to the school's physical environment can be viewed on the Academy's Accessibility Plan.</p>
<p>How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>EHCP reviews are conducted annually in conjunction with parents/carers and other professionals. EHCP outcomes are supported through focused targets and reviewed on a termly basis, with evidence stored on an online portal. Any concerns discussed with parents/carers. The academy has a robust QA process which includes half termly enquiry walks, work scrutiny and pupil discussion. The academy engages in external reviews including MAT curriculum and safeguarding reviews. Governors scrutinise plans and hold leaders to account. Teachers use ongoing formative and termly summative assessments to check pupil progress and attainment. The academy gathers pupil and parent carer voice on the school experience.</p>
<p>How will the academy resources be secured for my child?</p>	<p>School places are commissioned through consultation with Nottingham City SEN, in line with EHCP needs. Special school arrangements include small class groups, high staff ratios, adapted curriculum resources and environments and regular staff training on SEND.</p>
<p>How do you support children and young people who move between phases of education?</p>	<p>Woodlands Academy 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. Individual transition plans are in place for pupils both within the school and between the school and other settings.</p>

<p>How do you help children and young people prepare for adulthood?</p>	<p>Personal Development is at the heart of the curriculum and is a strength of the academy, being rated outstanding at our latest OFSTED inspection in Autumn 2024. The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The academy provides a wide range of opportunities to support character education and personal development and prepares pupils for life in modern Britain effectively, developing their understanding of the Fundamental British values (FBV) of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils are taught about healthy relationships at an age-appropriate level, and the academy provides high-quality pastoral support. The academy has developed a bespoke life skills curriculum, based on the Preparing for Adulthood outcomes and has a dedicated life skills room. The life skills curriculum supports the Gatsby Benchmarks, with CIEAG (Careers Information, Education, Advice and Guidance) as a focus.</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. Inclusion opportunities are available in a variety of ways for groups of pupils from trips out, enrichment activities, camps, work experience etc. 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. Pupils have opportunities to take part in international studies and international residential trips.</p>
<p>How do you support the well-being of children and young people?</p>	<p>We promote the mental health and well-being of all our pupils with SEND through specialised training including trauma-informed practice, medication, emotional literacy, behaviour management etc. We can refer to outside agencies for additional support including the Educational Psychology Service, CAMHS and MHST. The academy has 2 trained ELSA staff, and a number of mental health first aid trained staff. All staff are trained in Team Teach de-escalation techniques. The academy environment has a number of sensory and therapeutic spaces which children can access for their wellbeing. Sensory and emotional learning (SEL) is supported through use of the Zones of Regulation, a self-regulation curriculum that helps learners build self-regulation skills for life.</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>The academy has a strong multi-agency approach working with external partners to meet the needs of our children, including</p> <ul style="list-style-type: none"> • Social Care • Speech and Language Team • Educational Psychology Service • Childhood and Adolescent Mental Health Services • Futures post 16 Support • Physiotherapy Services • SEN departments of Local Authorities • Virtual School Services • External curriculum partners.

<p>What support is in place for looked-after and previously looked-after children with SEN?</p>	<p>The designated lead for Looked After Children is Paul Wyles: Paul.Wyles@woodlands.raleightrust.org</p> <p>Additional support is offered through PEP (Personal Education Plan) meetings that include the designated teacher or appropriate member of school staff, the carer and other practitioners working with the young person who can support their educational progress and aspirations.</p>
<p>What should I do if I have a complaint about my child's SEN support?</p>	<p>In the first instance, complaints should be raised with a child's class teacher or SENDCO. You can also access the complaints policy which can be found here:</p> <p>Raleigh Education Trust Policies (raleightrust.org)</p>
<p>What support is available for families?</p>	<p>Parents and carers can refer to the Nottingham City local offer: Special Education Needs & Disabilities Local Offer Ask Lion - Nottingham City Directory</p> <p>Or contact the academy, where we will be happy to support and advise. The Academy also holds half-termly network coffee afternoons for parents and carers offering advice across a range of topics.</p>

10.1. Appendix 2: Graduated Approach



10.1. Whole-Academy Provision Map

Category of need	Wave 1: Universal Offer (Quality First Teaching)	Wave 2 –Targeted intervention offer	Wave 3 – Specialist (External) intervention offer
Social, Emotional, Mental Health and Behavioural	<ul style="list-style-type: none"> • Pupil welcome • Tutor time • Weekly communication with families • Makaton • Small class sizes • An adaptive curriculum appropriate to each pupil's pathway and needs 	<ul style="list-style-type: none"> • ELSA • Nurture provision • Bespoke meet & greet • Sensory Room • Art therapy • 1-1 support • SEL/Zones of Regulation 	<ul style="list-style-type: none"> • Educational Psychologist Service • Mental Health Support Team • Autism Team • CAMHS • Alternative Provisions
Cognition and learning		<ul style="list-style-type: none"> • TA3 support/intervention • Phonics Interventions • Sensory garden 	<ul style="list-style-type: none"> • Autism Team • Educational Psychologist Service • Allotment Education
Speech, Language, Communication & Interaction		<ul style="list-style-type: none"> • 1:1 support • Support for children with visual impairment including braille resources 	<ul style="list-style-type: none"> • Supported internships • SALT
Sensory & Physical		<ul style="list-style-type: none"> • Individual sensory diet and planned movement breaks • Sensory garden • Music • Coaching skills 	<ul style="list-style-type: none"> • Garden Allotment Education • Allotment Education • Nottingham Music Hub • Occupational Therapy

