

Academy Policy

SEND Policy & Information Report

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

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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 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) 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 victimisation; 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 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 a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of the 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 dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound 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 disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered 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	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment

	These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.
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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 Trust Director of Education 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) 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.

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

5.2 The Local Governing Body (LGB)

5.2.1 The LGB will:

- a) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.

5.3 The Principal

5.3.1 The Principal will:

- a) Work with the SENDCo and Trust Director of Education 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.

5.4 All staff

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

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 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.</p>
<p>Which policies identify children and young people with SEND?</p>	<p>As a special school, all our policies are written with SEND and the needs of our pupils in mind.</p>
<p>How are their needs assessed?</p>	<p>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.</p>
<p>Who is the academy's SENDCo?</p>	<p>Alistair Rea Alistair.Rea@woodlands.raleightrust.org</p>
<p>What expertise and training do your staff have? How do you secure additional specialist expertise?</p>	<p>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>
<p>How will the academy know if my child needs SEN support? 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? What opportunities are there to work with parents and pupils as part of this assessment and review?</p>	<p>The academy has a clear and well-structured assessment process that helps staff plan learning activities which support both academic progress and personal development. Pupils' understanding is checked regularly during lessons by teaching assistants and teachers. In addition, formal assessment information is collected three times a year, including progress towards the outcomes in Section E of each pupil's Education, Health and Care Plan (EHCP). Parents and carers are kept informed through weekly communication, either by phone calls or via Class Dojo, where pupil progress is shared and parental views are welcomed. EHCP annual reviews give parents and carers the opportunity to meet with school staff and relevant external professionals to discuss their child's progress and next steps. There are also two parents' evenings each year, providing further opportunities for parents and carers to talk with staff about how their child is doing at school.</p>

<p>How do you consult with parents of children with SEND and involve them in their child's education?</p>	<p>Woodlands Academy values strong, positive relationships with parents and carers and works hard to keep communication open and regular. This includes contact through phone calls, emails, Class Dojo, newsletters and updates on the school website.</p> <p>Parents and carers are invited to attend annual EHCP review meetings, as well as parent evenings in the Autumn and Spring terms, where they can discuss their child's academic progress and progress towards EHCP outcomes with school staff. Parents and carers play an important role in their child's EHCP annual review, and their views are gathered through questionnaires.</p> <p>At the end of each school year, parents and carers receive a written report outlining their child's achievements and progress.</p> <p>Information is also shared regularly through termly newsletters, pupil reports and the school website to ensure families feel informed and involved.</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 contributes 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, personalised curriculum that is carefully planned to help pupils build the knowledge and skills they need for future learning, independence and employment. Learning is designed to build step-by-step on what pupils already know and can do, whatever their starting point, as they move through each key stage and learning pathway.</p> <p>The curriculum is ambitious and adapted to meet the needs of pupils with a wide range of special educational needs and disabilities (SEND). It supports pupils to develop their knowledge, skills and confidence so they can apply what they have learned with increasing independence and fluency. Planning ensures that pupils experience a broad range of subjects, activities and appropriately challenging texts, helping them to develop skills and understanding across the curriculum.</p> <p>Pupils follow one of three learning pathways, each with a clear purpose and individualised curriculum goals to meet different needs. Each pathway has a clearly defined endpoint that pupils work towards:</p> <ul style="list-style-type: none"> • Blue Pathway – GCSEs and Functional Skills at Level 1 and Level 2 for pupils working at a higher academic level • Green Pathway – Entry Level qualifications • Yellow Pathway – Unit Awards <p>Alongside academic learning, there is a strong focus on developing life skills, independence and communication. A range of communication approaches is used to support pupils, including Makaton, PECS, signs and symbols, and braille, depending on</p>

	<p>individual need. Makaton is used consistently by both staff and pupils to support understanding and communication, enabling pupils to communicate confidently with staff and with 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 at the Academy have an Education, Health and Care Plan (EHCP), and places are commissioned in partnership with Nottingham City SEN team. The school has developed a life skills curriculum based on the four Preparing for Adulthood outcomes, which is accessible to pupils across all learning pathways.</p> <p>Pupils' social development and well-being are supported through the school's Golden Rules and through Personal, Social, Health and Economic (PSHE) education using the Jigsaw curriculum. The Academy actively promotes inclusion, equality and respect for all, helping pupils understand the importance of kindness and non-discrimination. A strong sense of community is encouraged through regular whole-school celebratory assemblies.</p> <p>The learning environment is thoughtfully adapted to meet a wide range of learning, physical and sensory needs, including those of pupils with physical disabilities. The school building is all on one level, with ramped access from both the front and rear car parks. There are adapted toilets and changing facilities, including changing tables, to support pupils with mobility and/or intimate care needs. A range of communication methods is used to make information accessible for all pupils. This includes clear internal signage, large-print resources, and pictorial or symbolic representations. The use of Makaton is widely promoted and used throughout the school by both staff and pupils to support understanding and communication.</p> <p>The school also has dedicated sensory rooms and appropriate changing facilities to support pupils with sensory and intimate care needs, helping to ensure all pupils feel safe, comfortable and supported throughout the school day.</p> <p>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 held annually and involve parents and carers, school staff and other relevant professionals. Progress towards EHCP outcomes is supported through clear, focused targets, which are reviewed each term. Evidence of progress is securely stored on an online system, and any concerns or updates are shared and discussed with parents and carers in a timely way.</p> <p>The Academy has a strong quality assurance process to ensure high standards are maintained. This includes half-termly learning walks, regular checks of pupils' work and discussions with pupils about their learning. The school also takes part in external reviews, including Trust curriculum and safeguarding reviews.</p> <p>Governors play an active role by reviewing plans and holding school leaders to account.</p>

	<p>Teachers use a combination of ongoing day-to-day assessment and termly assessments to check pupils' progress and attainment. The Academy values the views of pupils and parents and carers, and regularly gathers their feedback about their experience of school to help inform future improvements.</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>Pupils are able to move between curriculum pathways as their needs or circumstances change. This flexible approach ensures there is no limit placed on what pupils can achieve. Transitions within school are carefully planned, highly personalised and led by each pupil's individual needs. To support this, bespoke transition plans are put in place to help pupils feel confident and supported when changes occur.</p> <p>Preparing pupils for life beyond Woodlands Academy is central to everything the school does. As outlined in How the school prepares children and young people for adulthood, the curriculum is designed to help pupils develop the skills, knowledge and confidence they need for future employment, further education and independent living.</p> <p>Woodlands Academy keeps up to date with current trends in employment and opportunities for young people with SEND, ensuring the curriculum reflects what is possible and achievable for our pupils. The school works closely with Nottingham Futures to explore routes into further education, training and employment, and uses this information to shape and develop the curriculum so it meets the future needs and aspirations of our pupils.</p>
<p>How do you help children and young people prepare for adulthood?</p>	<p>Personal development is at the heart of the Academy's curriculum and is a real strength of the school. This was recognised at the most recent Ofsted inspection in Autumn 2024, where Personal Development was judged to be Outstanding. The curriculum goes beyond academic, vocational and technical learning to support pupils' wider personal growth, confidence and wellbeing. The Academy provides a wide range of opportunities that support character development and help pupils prepare effectively for life in modern Britain. Pupils develop an age-appropriate understanding of the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for people of different faiths and beliefs.</p> <p>Pupils are taught about healthy relationships in a safe, supportive and age-appropriate way, and the Academy offers high-quality pastoral support to ensure pupils feel valued, listened to and cared for.</p> <p>The Academy has also developed a bespoke life skills curriculum, based on the Preparing for Adulthood outcomes, which is supported by a dedicated life skills room. This curriculum helps pupils develop</p>

	<p>independence, confidence and practical skills for the future and supports the Gatsby Benchmarks, with a strong focus on Careers Information, Education, Advice and Guidance (CIEAG).</p>
<p>How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?</p>	<p>The Academy works hard to create a strong sense of community and belonging for all pupils. We have an inclusive ethos with high expectations for every child, supported by appropriate targets and a broad, balanced curriculum. There are clear systems in place to identify any barriers to learning or participation at an early stage, so that support can be put in place quickly.</p> <p>Pupils are offered a range of inclusive opportunities to enrich their learning and experiences. These include educational visits, enrichment activities, residential camps and work-related learning experiences, where appropriate.</p> <p>Woodlands Academy encourages pupils to have a voice and to play an active role in school life. The Pupil Council meets regularly and is made up of pupils from across the school. Pupils also have the opportunity to take part in the Nottingham Primary Parliament, helping them to develop confidence, communication skills and an understanding of democracy.</p> <p>In addition, pupils have opportunities to take part in international learning projects and international residential trips, helping to broaden their experiences and develop an understanding of the wider world.</p>
<p>How do you support the well-being of children and young people?</p>	<p>The Academy is committed to supporting the mental health and wellbeing of all pupils with SEND. Staff receive a range of specialist training to help them meet pupils' emotional and wellbeing needs, including training in trauma-informed practice, emotional literacy, behaviour support and the safe management of medication.</p> <p>When additional support is needed, the Academy can refer pupils to external professionals and services, including the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS) and the Mental Health Support Team (MHST). The school has two trained ELSA (Emotional Literacy Support Assistant) staff members, as well as a number of staff who are trained as Mental Health First Aiders. All staff are trained in Team Teach de-escalation techniques to help support pupils safely and calmly.</p> <p>The school environment includes a range of sensory and therapeutic spaces that pupils can access to support their wellbeing and emotional regulation. Sensory and emotional learning is further supported through the use of the Zones of Regulation, a self-regulation programme that helps pupils to understand their emotions and develop strategies to manage them effectively, building important 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: 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. 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 • Zones of Regulations • An adaptive curriculum appropriate to each pupil’s pathway and need(s) 	<ul style="list-style-type: none"> • ELSA • Nurture provision • Bespoke meet & greet • Sensory Room • Art therapy • 1-1 support 	<ul style="list-style-type: none"> • Educational Psychologist Service • Mental Health Support Team • Autism Team • CAMHS • Alternative Provisions • Remedi
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

