

Co-op Academy Woodlands

Special Educational Needs & Disability Information Report

Head Teacher Adele Clark
SENDCO Jenny Goodall
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2025/26 SEND Information Report for Co-op Academy Woodlands

2025/26 Key Information	
SEND Coordinator (SENDCo) in School	Jenny Goodall
SENDCo Contact details	Email: wood.send@coopacademies.co.uk
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<i>A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning & monitoring the progress of children with special needs and or Disabilities (SEND).</i>	
When was this report last updated	16/1/2026

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Where to access the Local Authority's SEND Offer	Leeds Local Offer The Local Offer provides information for children & families.
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The Local Offer provides information for children & young people with special educational needs (SEND) & their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health & social care.

Where to access the school SEND policy	Co-op Academy Woodlands - Policies
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The SEND Policy is the most important document that a school develops when determining how they will meet the special educational needs of Pupils. It must reflect the statutory requirements & the actual practice of the school.

Where to access the School Accessibility Plan	Co-op Academy Woodlands - Accessibility Policy and Plan
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The accessibility plan should cover the below 3 areas.

How the school will:

1. *Increase the extent to which disabled pupils can participate in the curriculum*
2. *Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and*
3. *Improve the availability of accessible information to disabled pupils.*

Areas of need as identified in the SEND code of practice report

Area of need	Do we provide provision for this area of need?
Communication & Interaction	Yes
Cognition & Learning	Yes
Social, Emotional & Mental Health	Yes
Sensory &/or Physical Needs	Yes

How we identify if a child needs additional support

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At Co-op Academy Woodlands, we recognise the importance of early identification of pupils who might have special educational needs (SEN) by assessing each pupil's current skills and level of attainment on entry. This enables us to consider if any reasonable adjustments need to be made or if any other additional support needs to be put in place immediately whilst consulting with you about your view of your child's progress and any concerns you may have.

We assess pupils regularly and hold termly pupil progress meetings between Teachers and Senior Leaders. These enable us to quickly pick up on any pupils who are making less than expected progress and identify the support and strategies that might help them. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO and/ or Assistant SENDCo will then gather more information, for example through observations of the pupil in the classroom and playground and through discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO and/ or Assistant SENDCo will ask for your opinion and speak to your child to get their input about any difficulties they may be experiencing as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, a paediatrician or a member of the SEN Inclusion Team.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCO will inform you of this.

How we will consult parents & children & involve them in their education

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Children on the SEND register each have a pupil passport which is reviewed termly. Your child's class Teacher will meet you three times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO or Assistant SENDCo may also attend these meetings to provide extra support.

Your child's class Teacher will also capture your child's views on the provision that is in place for them and use this to inform the pupil passport and ongoing support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

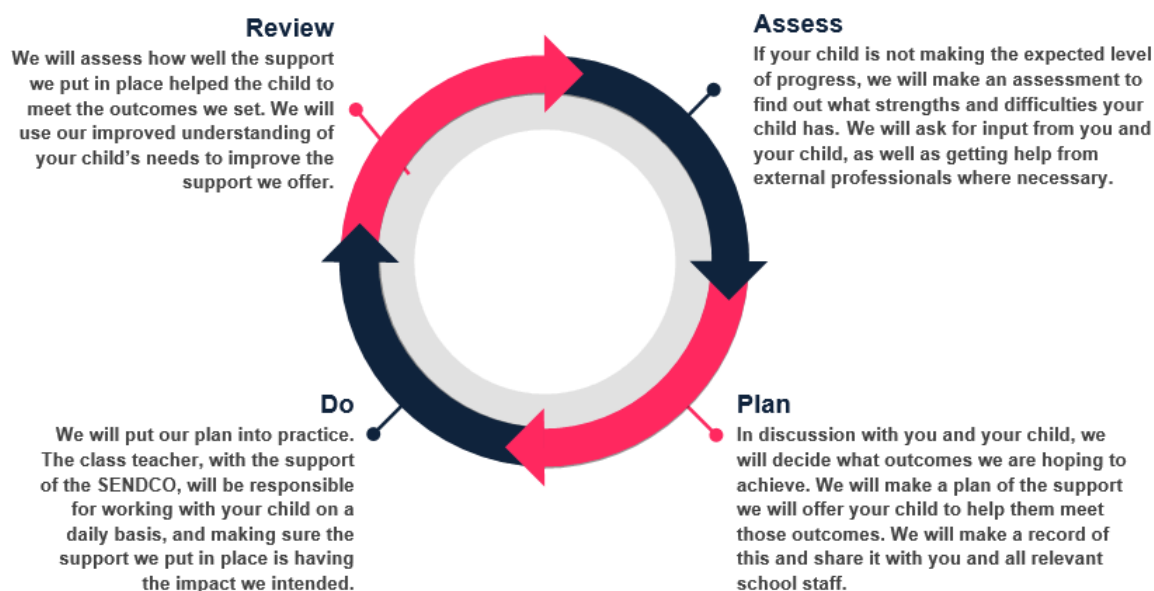
After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can catch them on the door in the morning or after school to arrange a meeting or contact the school office to request one.

How we will assess & review pupils with SEND progress towards outcomes

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and adapt our interventions as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

All pupils at Co-op Academy Woodlands are assessed through regular on-going teacher assessments. Pupils in year 2 to 6 also take part in termly test assessments to track how well they have retained what they have learnt over the term. The academy also holds 2 parents' evenings at key points in the year. This allows parents and teachers to communicate effectively about how well their pupil is progressing. This also gives the opportunity for parents to have a look at their pupil's exercise books, and enables teachers and parents to work together in pinpointing next steps for the pupil. Pupils at Woodlands also receive an end of year report outlining their progress and attainment across all subjects.

How we will support children in moving between phases of education & / or preparing for adulthood

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In Early years (Reception and Nursery), home visits are carried out before children start in the setting. A stay and play session is also offered so that the children and their parents/carers can meet the staff and visit their new provision. For Reception children this takes place during the Summer Term before their Autumn start. For Nursery children this takes place at the start of the Autumn Term.

For all of the children in the school, transition days take place each year during the Summer Term which enables all classes to meet their next teacher, support staff and see their new classroom. To enable children with SEND to have a successful transition, handover meetings are held between Teachers of the current and new year group. Where children need more support around transition, additional supports are put in place such as social stories or time to develop relationships with key members of staff.

The SENDCo meets with class Teachers early in the new academic year to discuss support for their pupils with SEND.

Children in Year 6 have a transition day at their chosen high school, with extra transition activities planned for pupils with SEND. Discussions are held between key staff in our academy and the high schools, including SENDCo to SENDCo conversations, to share all the relevant information about pupils to ensure their individual needs are met.

Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND

Co-op Academy Woodlands is committed to providing a rich, broad and balanced curriculum that meets the needs of all pupils. Class Teachers differentiate their lessons by changing/adapting work and resources to enable all pupils to access the curriculum at an appropriate yet challenging level.

Teachers are trained to select and use resources to support pupils and foster independence. Teachers may use class groupings, different resources, adult support, peer support and other teaching strategies to support all pupils during lessons. If you feel you need further information about how pupils are supported in class then please approach your class teacher who will be able to give you specific details of intervention programmes and how adaptations are made in order to support your child.

During testing periods, access arrangements can be made to ensure that every pupil can access an assessment. During a previous SATS period, 1 Braille SATS paper was used for our visually impaired pupil who completed their KS1 and KS2 SATS tests. We can also order papers in larger print. Please speak with your child's class Teacher if you feel your child may benefit from this. A discussion will then be held with the Head teacher, SENDCo, class teacher, and parent where possible to arrange this. Advice will also be sought from any professionals who may be involved with the pupil.

How we train our staff who provide support to pupils with SEND & the existing expertise they have

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Our SENDCo is a qualified teacher with QTS (qualified teacher status), more than twenty years teaching experience and is completing the SENCO National Professional Qualification. She works closely with professionals from the local authority including the Educational Psychologist, Special Educational Needs and Inclusion Team, our Qualified Teacher of the Deaf and SEN Advanced practitioner at SENSAP (Special Educational Needs Statutory Assessment and Provision Team). She also refers pupils to and liaises with the Speech and Language Therapists who work in our academy for 3 days a week.

The Chatterbug Speech and Language Therapists write therapy programmes for individual pupils and train school support staff in how to deliver these alongside delivering specialist therapy sessions for pupils.

Our Assistant SENDCo is also a qualified teacher with QTS (qualified teacher status), who focussed on SEN teaching during her qualification. She has a degree in Psychology and has experience working with Autistic children prior to her teaching career.

Our SENDCo is a member of the leadership team and works in consultation with the Headteacher, Deputy Headteacher, Assistant Headteachers, Designated Safeguarding Lead, Deputy Designated Safeguarding Leads and Learning support workers to ensure that all staff are trained on requirements necessary to meet the needs of individuals or groups of pupils with particular needs.

The Headteacher is also completing the SENCO National Professional Qualification.

The SENDCo attends regular training from the Learning Authority and both the SENDCo and Assistant SENDCo attend networks and training events with the Co-op Academies Trust SENDCo Team.

When further specialist advice is needed, the SENDCo may ask your permission to make a referral to an external agency. This usually takes the form of a specialist coming to spend some time with your child and making recommendations to the Academy about how to support them. Where more specialist training is needed, for example, in the teaching of pupils on the autistic spectrum or with visual impairments, our teachers and teaching assistants attend courses run by the Local Authority.

Our SENDCo is the Lead Autism Practitioner in School and has undertaken Tier 3 Autism Education Trust Training. All staff in school have undertaken Tier 1 Autism Education Trust Training, with Teachers and Teaching Assistants being trained to Tier 2.

How we evaluate the effectiveness of the provision made for pupils with SEND

All pupil's progress at Co-op Academy Woodlands is tracked through on-going assessments which their class teachers carry out regularly. In year 2 to 6 the pupils are also assessed termly through test style assessments (mentioned above) which allows Teachers to pinpoint where areas of need are for individual pupils. Books and planning are monitored where necessary and personalisation of tasks and activities is measured against the individual child's provision map (mentioned above) to ensure areas of need are covered regularly and to show the impact of interventions. If a pupil appears to still be struggling, our SENDCo supports class teachers in developing the approaches used in class to ensure maximum impact.

Teachers also use the EYFS SENIT DJ or B Squared assessment tool which breaks down current National Curriculum objectives into smaller, more manageable and measurable steps. Interventions are also monitored, so that we can be sure that they are having an impact. We adjust interventions regularly based on need, and select suitable TA's and Learning Support Workers to run the interventions.

How we encourage & enable pupils with SEND to engage with activities available to pupils with no SEND requirement

As a fully inclusive Academy, we expect all our pupils to have access to the broad and full curriculum. This is enabled through the individual pupil risk assessments (IPRA), strategic use of teaching assistants to support individual pupils who may require additional support in accessing curriculum during the day; in PE; and at playtime. Where appropriate, parents are invited to discuss with the SENDCo how this may be facilitated. Where needed, risk assessments are carried out to ensure that the pupil's safety has been considered before any activity is to take place. This is very important on the Academy's trips outside of the classroom where risks are different to those inside the classroom.

Pupils with SEND are represented in all our pupil leadership roles including playground friends, pupil parliament, lunchtime legends and librarians.

At Woodlands, we are dedicated to ensuring that we use our staffing as effectively as we can. If needed, extra support and supervision can be arranged to enable pupils with SEND to take full part in an activity/task. This approach is used within the classroom, outside of the classroom and on academy trips, residential and any learning opportunities including swimming. We are also determined to continue to provide experiences for our pupils to visit a range of educationally rich Academy outings. These are linked to our academy topics, and provide excellent platforms for pupils to engage with their own learning. Some of the places that we have visited most recently include the local library, Yorkshire Wildlife Park, Temple Newsam Farm, Cannon Hall Farm, Robinwood Residential, Jamie's Farm. Risk Assessments are carried out prior to running all external trips with individual pupil risk assessments being carried where appropriate.

Number of pupils who have an EHCP (Education and Health Care Plan) who will leave school this year

There are currently no children with EHCPs that will leave the school this year.

How we engage with other bodies such as health, social care & LA support services in meeting a pupils SEND requirements & supporting their family

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If a concern is raised over a pupil, the SENDCo is immediately informed with as much detail as possible. This usually happens through our Emerging Needs Referral Forms, Learning Forum or Pastoral Case Review sessions. During the sessions, the Headteacher, Deputy Headteacher, Designated Safeguarding Lead, Pastoral team and other key attendees discuss what factors may be impacting the pupil in order for them to not be making progress. A decision is then made as to what pathway is most suitable for the pupil.

These agencies include;

- SENSAP (Special educational needs services and partnerships)
- SENIT (Special educational needs inclusion team),
- STARS (specialist teachers in autism)
- SaLTs (Speech and language therapists)
- DAHIT (teachers of the deaf),
- Social Services
- EP team (Educational Psychology Team)
- Co-op Collaborative - Family support worker, counsellor, attendance support office.
- Leeds East AIP (Area Inclusion Partnership)

The SENDCo is also one of the Academy's Deputy designated Safeguarding Leads. The SENDCo or Assistant SENDCo provide information about pupil progress and the adjustments that are in place where this is requested by other agencies such as virtual schools or in preparation for multi agency meetings.

