

# Co-op Academy Woodlands

## Special Educational Needs & Disability Information Report

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Date Last Reviewed July 2022

Review Schedule moving to annually in September due to changes with SENCO roles as well as link governor role.

Head Teacher      Adele Clark  
SENCO              Jenny Goodall  
SEND Link Governor Katie Bull

### *2023/24 SEND Information Report for Coop Academy Woodlands*

2022/23 Key Information	
SEND Coordinator (SENDCo) in School	A SENDCo, or special educational needs coordinator, is the school teacher who is responsible for assessing, planning & monitoring
SENDCo Contact details	Email: <a href="mailto:Jenny.goodall@coopacademies.co.uk">Jenny.goodall@coopacademies.co.uk</a>
	Telephone: 0113 2407382
<i>A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning &amp; monitoring the progress of children with special needs / SEND</i>	
When was this report last updated	07/2022

<b>Where to access the Local Authority's SEND Offer</b>	<a href="https://leedslocaloffer.org.uk/#!/directory">https://leedslocaloffer.org.uk/#!/directory</a>  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.*

<b>Where to access the school SEND policy</b>	<a href="https://www.woodlands.coopacademies.co.uk/SEND">https://www.woodlands.coopacademies.co.uk/SEND</a>
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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.*

<b>Where to access the School Accessibility Plan</b>	
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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

Identifying a pupil with SEND (special educational needs and/or disability) falls under one of the following areas, known as 'The Four Broad Areas of Need'; Communication and interaction, Cognition and learning, Social, Emotional and Mental Health and Sensory/physical. At Co-op Academy Woodlands, we recognise the importance of early identification of pupils who might have special educational needs by assessing each pupil's current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be put in immediately whilst consulting with parents about their view of their pupil's progress and any concerns. Make termly assessments and hold progress meetings – 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. Tracking individual progress. Teachers also review children's progress regularly in order to inform planning for teaching and learning across the curriculum so that additional support or reasonable adjustments are made to accelerate progress. This may include finely graded assessment tools to ensure all progress is measured. We undertake where necessary, a more in-depth individual assessment, carefully chosen to deliver appropriate, useful information on a pupil's needs. This may include a bilingual assessment where English is not the first language. Alongside, creating an individual provision map, (a centralised detailed document outlining a pupil's individual needs) and update this at least termly with the input of the class teacher, pupil, parents and any professionals involved. Involve external agencies where it is suspected that SEND

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

The academy strives to take on board the views of all pupils. For this, we have an academy council. Classes come together frequently to discuss any issues in the academy and areas where they feel that improvements can be made. The academy council includes pupils from all walks of life, including those on the SEN register, Pupil Passports linked to their Individual provision map (IPM) including specific measurable achievable realistic targets (SMART). All pupils on the SEN register who receive wave 3 provision (mentioned later in this report) have a pupil passport known as an IPM (see below). This document outlines a pupil's key strengths, needs and the strategies and key adjustments to teaching that are required every day. We encourage pupils to contribute to this plan, where possible, so that they are actively involved in the planning of their provision. A IPM also acts as a 'snapshot' of information for future prospective schools, and is shared, in agreement with parents, to future educational settings as a means for key, baseline information on an individual. IPM's are working documents, meaning that they are updated regularly (at least termly) by the class teacher and SENDCo. Parents may amend any information as they feel needed, and are encouraged to keep in regular contact with their pupil's class teacher to ensure that the information on the passport is up to date and relevant.

The pupils within the academy are asked about their learning over an academic term by the senior leadership team (SLT). This gives them the chance to express their thoughts and opinions of the last half term, and what their wishes are for their future learning. This enables the pupils to reflect on what is working for them and what could be improved. It also helps the SLT pinpoint next steps and any areas for development.

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

If a pupil is assessed as having a SEND, then parents are invited in for a discussion on how they and the academy can work together in supporting them. These meetings are also important for discussing whether or not a pupil's needs are being met, and what next steps need to be taken to ensure progress is being made. All parents of children who have a IPM/Pupil Passport or Individual Behaviour Plan receive a copy of the plan which includes advice on how the pupil can be supported to achieve their targets. Targets are to be met over the period of time stated on the plan and strategies to use in order for the pupil to be successful in achieving the targets set are outlined clearly. In addition, class teachers operate an intervention timetable, including Wave 1, Wave 2 and Wave 3 support. Parents are able to discuss with their pupil's teacher and the pupil themselves how this support is going and any support that can be provided at home.

All pupils at Co-op Academy Woodlands are assessed through regular on-going teacher assessments. Pupils 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 as well as a final written report that is personalised at the end of 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, and take part in an evaluation day at the beginning of each half term.

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

We follow the Leeds Local Authority policy, which can be found at;  
<http://www.leeds.gov.uk/residents/pages/admissions.aspx>

Pupils with an education, health and care plan will be admitted to the academy if we are named on their plan. We give priority to pupils without an EHC plan but who have Special Educational Needs, or with exceptional medical or mobility needs, that can only be met at our academy. A transition plan can be made available as part of our arrangements for new pupils with SEND to be admitted into our academy. If a pupil is transferring from another UK academy, we will communicate through emails and telephone calls and exchange files via secure transfers or post to ease the move. Opportunities for pre-visits are available, where parents and pupils may visit the academy to become familiar with staff and the setting prior to joining fully. Please speak with Mrs Goodall for more information on who may be offering this service.

For our pupils who are nearing the end of their time in Year 6, we meet with the secondary academies that our pupils with SEND are transferring to and begin the process of transition. We also have access to specific transition summer academy days led by our speech and language provider, Chatterbug and identify pupils who will benefit from this offer. We intend to carry this out in future years for others who will benefit from this programme. The programme has enabled selected pupils to become familiar with what to expect from their new academy.

## **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.

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 Mrs Goodall if you feel your child may benefit from this, she will be happy to help. 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**

Our SENDCo is a qualified teacher with QTS (qualified teacher status) and is completing The National SENCo Award at master's degree level. She works closely with professionals from the local authority including the Educational Psychologist and SEN Officer, and attends various training courses. Our SENDCo also liaises with the speech and language therapist who works in our academy 3 full days a week.

Our SENDCo is a member of the leadership team as well as the Early Years Leader and works in consultation with the Head teacher, Deputy Head teacher, assistant Head, DSL, DDSL, Inclusion Support Worker and two 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.

When possible, for teachers and teaching assistants, external agencies who come in to support individual pupils are also asked to upskill the academy staff who will work with the pupil to ensure the highest quality level of support and delivery of interventions. 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.

OFSTED have recognised that;

Teachers are supported well to understand and meet the needs of pupils who have SEN and/or disabilities in their class effectively. As a result, these pupils make strong progress. (2018)

### **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. 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 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 (mentioned above) 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 assistants x 2 to run the interventions. Feedback is also given for staff with targets for improvements to ensure that our interventions run as successfully as possible.

Our most recent OFSTED inspection states that;  
Disadvantaged pupils, and those who have special educational needs (SEN) and/or disabilities, make progress which is similar to or better than that of other pupils nationally. (OFSTED inspection 2018).

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

During the Academic year 2021-2022, all pupils regardless of their SEN status attended all planned for academy trips/visits. This is because we are a fully inclusive academy, and expect all our pupils to have access to the broad and full curriculum. This is enabled through the individual pupil risk assessment (IPRA) strategic use of teaching assistants to support individual pupils who may require additional support in accessing curriculum during the day; in PE; at playtime and out of academy hours. 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 trips and outside of the classroom where risks are different to those inside the classroom.

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 on academy trips, residential and any learning opportunity including swimming. We are also determined to continue to provide experiences for our pupils to visit a range of educationally rich academy outings. Many of these link 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 Magna, The Play House, Harewood House and Yorkshire Wildlife Park. Risk Assessments are carried out where necessary.

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

2 Pupils with EHCP will be leaving to attend a specialist SILC provision from September 2023. 1 pupil in Y6 with who received an EHCP in July 2023 who was attending Pivot temporary alternative provision will be attending Y7 Springwell permanent alternative provision from September 2023.

**Educational Health and Care Plans and Funding for Inclusion**

If a pupil has an EHCP (educational health or care plan) or in receipt of FFI (funding for inclusion) a statutory annual review meeting would usually be held in school,

During the review, the pupil will be at the centre of the discussion and, if age appropriate, may attend the meeting with their parents. The pupil's thoughts and views are at the forefront of any discussions and decisions made based on their provision and progress. If it is not appropriate for a pupil to attend a meeting for whatever reason, the class teacher and SENDCo will strive to ensure that the pupil's views and aspirations are obtained prior to the meeting. As well as learning walks to monitor the provision for these children.

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

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 Head teacher, Deputy, DSL, 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), CAMHS (pupil and adolescent mental health services)
- STARs (specialist teachers in autism)
- SaLTs (Speech and language therapists)
- DAHIT (teachers of the deaf),
- Social Services
- EP team (Educational Psychology Team)
- Previously the Inner East Cluster (inc. play therapists) as well as the Trust family support services and BECK.
- CAMHS, MINDMATE and/or Evolve Psychology (Pupil and adolescent mental health services)
- Leeds East AIP (Area Inclusion Partnership)

Report written by Poppy Lewis (Previous Interim Special Educational Needs Co-ordinator) and Jenny Goodall current SENDCO September 2023

Verified by the governing body

Signed: \_\_\_\_\_ Katie Bull (Special Educational Needs Governor)  
September 2023



