



# **SEND Information Report**

**January 2023**

## Introduction

At the Academy of Woodlands (AOW) we are committed to ensuring that every child achieves to their full potential, including those children with Special Educational Needs and/or Disabilities (SEND). All children at AOW are fully included and supported with their peers. As part of our Universal Offer, reasonable adjustments are implemented to ensure every child has access to all learning to ensure that all pupils have the opportunity to develop their skills and knowledge, working to their best ability. We value a curriculum that develops the whole child and provide opportunities for creativity and sporting activities which enhance the core curriculum that is provided. Our SEND policy details the aims and objectives for pupils with SEND.

## Who is supported at the Academy of Woodlands?

At AOW we aim to provide support for any child who is not making the expected progress in their learning. We aim to provide children with strategies, rewards and equipment as much as possible to enable all children to access learning inclusively with their peers.

**There are four main categories of SEN:**

- **Communication and Interaction**

We are lucky to have two Specialist Teaching Assistants who provide Speech and Language support to pupils, and whom are co-ordinated by our Trust Speech and Language Therapist, so children may receive support to improve their speech sounds, understanding of language or spoken language either individually or in small groups.

- **Cognition and Learning**

We have support from a Dyslexia Specialist Teacher who carries out Dyslexia Screeners on children who we suspect may be at risk of Dyslexia. The screeners assess their areas of need and then a plan of support is put into place in the form of regular interventions and in-class support.

- **Social, Emotional and Mental Health**

We have two trained ELSAs (Emotional Literacy Support Assistants) who are trained to support children to explain and manage their emotions. We can provide Lego therapy support which supports turn-taking, communication with peers and social skills, and Drawing and Talking therapy, which allows individuals to discover and communicate emotions through a non-directed technique.

- **Physical and Sensory**

We have access to our Trust Occupational Therapist who is able to assess pupils' fine and gross motor skills and co-ordination. She then provides advice and support on how we should support this in school through regular exercises and intervention.

## Assessment and identification of children with SEN

Children's attainment and progress will be monitored termly to ensure that they are continually moving forward in their learning. If this is not happening, the children will be spoken about in Pupil Progress Meetings (PPM) with members of the Senior Leadership Team and class teachers. Terms 2, 4 and 6 have a PPM focus on attainment and progress, Terms 1, 3 and 5 have a specific focus on children with SEND or vulnerable groups. If a child has not made the expected amount of progress, children will be given support through targeted interventions. Starting points of the learner will be detailed on Provision Map as will the expected outcomes of the intervention being implemented. The impact of the interventions will be monitored by the SENDCO using this entry and exit data against specific and measurable targets. Provision Maps will be shared with parents if their child is receiving support so they will be able to see and be involved in consultation about what is happening in school to support their child and the progress of such interventions will also be shared.

**If you believe your child needs extra support**, please speak to your child's teacher in the first instance, because they may be able to put in place strategies to support your child immediately. You can raise concerns with the SENDCO via the main school office.

If after having had targeted intervention support progress has not been made, the SENDCO will offer advice and support, will speak to parents and possibly involve the therapy team or outside agencies for specific professional advice.

At this point we will have identified that the child has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available; the pupil will be placed on the SEN Register as having SEN Support. The step used to identify pupils to be placed on our register is applying the 'Assess-Plan-Do-Review' cycle. This will be an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

If the child is able to make good progress using this additional and different resource (but would not be able to maintain the good progress without it) we will continue to identify the child as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he/she will no longer be identified with special educational needs. When any change in identification of SEND is made, parents will be notified.

In addition the school holds an In-School Review (ISR) meeting three times a year with a number of educational professionals. Pupils who continue to be of concern to the school are discussed at the meeting and a number of strategies are discussed with the class teacher. If your child is to be discussed at an ISR you will be informed by the SENDCO.

If a class teacher believes a child in their class needs social, emotional or mental health (SEMH) support they will speak with parents or carers in the first instance and in agreement with parent/carers, will complete an SEMH referral which is sent to the SENDCO. This will then be shared with the pastoral team in bi-weekly pastoral meetings and a plan for support will be put in place. It may be that the child is timetabled for in-class interventions, to see our in-school Emotional Literacy Support Assistants (ELSAs), our Rivermead Inclusive Trust counsellor or an emotional wellbeing referral to MCH Snapdragons may be made. Parents and carers will be informed of any decision made, they will be asked for their input into any referrals and informed of the pathway of support that is put in place for their child. They are welcome to speak to the class teacher or SENDCO for updates when required.

## **Consulting and involving pupils and parents**

AOW has a commitment to working in partnership with parents.

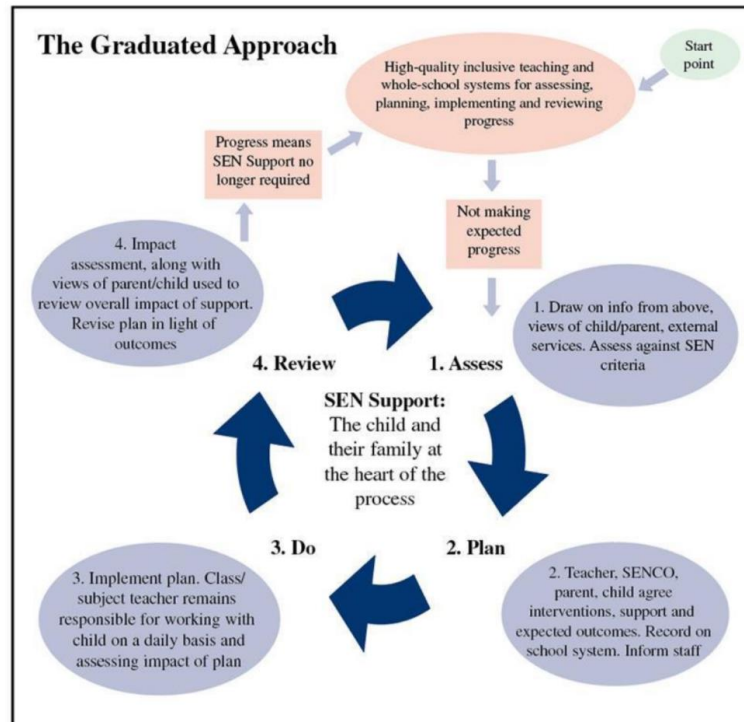
- You will be able to discuss your child's progress at Progress Meetings. These are held twice a year and sufficient time is allowed to explore parent's views and plan effectively.
- Your child's class teacher will be available at the end of the school day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or Inclusion Lead by visiting the school office.
- Individual reports are sent home once a year. These will include how your child is doing in all areas of the curriculum, current levels and targets.
- If a child has a SBP, the reviewed targets will be sent home termly and parents asked to contribute to the review process, discuss and agree new targets for the next term.
- Parents are invited to Annual Reviews if their child has an EHCP.
- Parents will always be told, either in person or in writing, of any changes to their child's SEND status.

The school will endeavour to be explicit about the child's needs, current support and the support structure in school. The school will provide information on voluntary organisations and support groups and on parents' rights in relation to a request for statutory assessment.

The school is committed to a policy of integration of pupils with Special Educational Needs and Disabilities wherever this is in the child's best interests.

## **Whole school approach**

Support for children at AOW starts in the classroom, with high quality, inclusive teaching. The *Special Educational Needs and Disability Code of Practice, 0-25* (the SEN Code of Practice) January 2015, states that all settings should follow a four stage approach to supporting children with SEN. The four stages are Assess, Plan, Do, Review and this is known as the Graduated Approach.



**Assess:** Class teachers, working with the SENDCO and the child's parents will assess the child's needs. This will be reviewed regularly to ensure that the support that has been provided is effective and helping the child to make progress. Where little or no progress is made after support has been put in place in class, then advice will be sought from outside agencies, such as the School Nursing Team or specialist advisors. The SENDCO will co-ordinate this support following discussions with those who work with the child and parents or carers and only after parents/carers have given their consent.

**Plan:** Teachers will plan high quality lessons which cater for the range of needs required by the children in their class. Individual needs will be catered for through a highly differentiated approach. If a further need is then identified, a plan will be put in place to provide support for the child and this plan will be discussed with the SENDCO, parents/carers, the pupil, class teachers and TAs. Outcomes will be agreed, so everyone is clear what the aims of the interventions or support are and the expected impact of progress, development and behaviour. A review date will be scheduled and progress will be evaluated and discussed at this time. This will enable parents to be involved in planning support and also in providing support at home in partnership with us.

**Do:** Planned interventions or targeted support, even if taken for support outside of the classroom will be the responsibility the class teacher, as outlined on page 101, paragraph 6.52 of the SEND Code of Practice and the class teacher will be supported by the SENDCO. Teachers will work closely with any TAs involved with interventions to ensure they link to the learning of the whole class. The SENDCO will support the teacher in assessing a child's strengths and weaknesses and advising on how best to provide support. Some children may require adaptations to the curriculum, or specialist equipment to help them to focus, and these adaptations will form part of the everyday expectations within the classroom; adaptations that ensure each child is catered for in order to access the learning in the classroom along with their peers.

**Review:** The effectiveness of the intervention or support provided will be monitored and evaluated at the agreed date to see how much progress towards the agreed outcomes have been made. The impact of the interventions will be shared with everyone involved, including the parent/carers and the child and next steps will be agreed, going back to the planning stage of the cycle.

If a child has an Education Health Care Plan (EHCP) the targets will be reviewed at least annually. These meetings should involve all professionals working with the child, their parents/carers and the child. New targets will be agreed and set to meet the outcomes in the plan. If part of the plan changes or if targets are met before the year is up, then an Emergency Annual Review can be arranged and new information added and new targets set accordingly.

## **Referral for an Education, Health and Care Plan (EHCP)**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

Before a child is considered for Statutory Assessment, the SENDCO and class teacher will set up a School Based Support Plan (SBP) for the child. SBPs detail SMART targets which support pupils' progress. Teachers, Parents/Carers and the child are all involved in the target setting process and it ensures that support of individual children is regularly monitored, evaluated and adapted. School Based Support Plans support the application for Statutory Assessment when an Education, Health and Care Plan (EHCP) is deemed necessary by providing evidence of the graduated approach that has been implemented to support the child, and the impact of it.

An 'In School Review' (ISR) will also take place whereby all agencies involved with the child discuss the benefits and appropriateness of an EHCP to meet the pupil's needs and a decision is made as to whether a request for Statutory Assessment is required.

The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social care
- Health care professionals

Medway LA will consider the school's application for a statutory assessment leading to a possibility of an EHCP. If Medway consider statutory assessment an appropriate route, then assessments are carried out by key professional agencies which inform the outcome of the statutory assessment. Once all the advice requested has been received, Medway must decide whether to draw up an EHCP. Medway may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's SEND is such as to require that Medway determine the child's provision through an EHCP. Parents have the right to choose a different education provider. Parents are fully informed throughout the statutory assessment process.

## **Education, Health and Care Plans**

Following statutory assessment, an EHCP will be provided by the local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the name of the school in the plan if it differs from their preferred choice.

Once the EHCP has been agreed and completed, it will be kept as part of the pupil's formal record and needs to be reviewed at least annually by staff, parents and the pupils. We put in place an Individual Learning Plan (ILP) for children on an EHCP, so we, parent/carers and the child review the targets every two terms to gain a full picture of the journey towards their targets. This also enables us to provide extra support should progress be slower than expected. The annual review enables provision for the pupil to be evaluated and where appropriate for changes to be put into place, for example – to reduce or increase the level of support given.

## **Our approach to teaching pupils with SEN**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. At the Academy of Woodlands we are aware that additional intervention and support cannot compensate for a lack of good quality teaching. Therefore we regularly review the quality of teaching for all pupils, including those at risk of

underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. SEN Code of Practice (2015, 6.37)

We will also provide the following interventions:

Sensory Circuits, OT programmes, Fizzy, Touch Typing, Nurture Groups, Zones of Regulation, Power of 2 maths, Toe by Toe and Alpha to Omega phonics, SNIP whole word reading and spelling, Colourful Semantics, fine and gross motor skills, RWI phonics, RWI Fresh Start, maths boosters, writing boosters, Beanstalk Readers, Precision Teaching, 1:1 intervention support, social stories and Speech and Language (SALT).

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, scaffolding support for all pupils.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, move and sit cushions, pencil grips, therapy balls etc.

## **Expertise and training of staff**

The SENDCO, Esther Welsh is a qualified teacher and gained the accreditation for the National Award for SEN Coordination in January 2020.

Teachers and Teaching Assistants have undertaken a variety of training including:

- First Aid
- Child Protection
- Safeguarding
- How to support pupils on the Autistic spectrum
- Team Teach (positive handling)
- Positive Behaviour Support
- Inclusive practice in the EYFS
- How to support pupils with speech and language difficulties
- How to support children with selective mutism
- Metacognition
- Trauma Informed Schools training
- Understanding, assessing and supporting Social, Emotional and Mental Health Needs (SEMH) in school
- Dyslexia
- Sensory Circuits
- Joint compression
- ELKLAN Speech and Language
- Signalong
- Sensory Circuits
- ELSA
- Lego Therapy
- Drawing and Talking
- Dog therapy

If pupils have particular needs then we may be able to access training and advice so that these kinds of needs can usually be met.

## **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after when appropriate.
- Using pupil and parent questionnaires
- Monitoring by the SENDCO and Senior Leadership Team

- Using provision maps to measure progress
- Regular Pupil Progress Meetings
- Monitoring termly targets of pupils on SBPs
- Holding annual reviews for pupils with EHCPs

## Supporting the wellbeing of children

At AOW we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching e.g. PSHE, school council, mindfulness, assembly times and indirectly with every conversation adults have with pupils throughout the day.

For some pupils it may be appropriate to provide the following:

- Members of staff such as the class teacher, TAs, ELSAs, Inclusion Lead and SEND team are readily available for pupils who wish to discuss issues and concerns
- Rewards and positive behaviour support plans are put in place by class teachers and the SENDCO as required
- Access to a range of activities designed to improve social skills and self-esteem
- Pupils who find the lunch hall overwhelming are able to eat in a more quiet environment
- Year 5 play-leaders have been trained to lead structured games and to provide peer support at lunch-times
- Time in the Sensory room
- Access to ELSA/Lego Therapy/Drawing and Talking/time with Dottie our trained therapy dog
- Access to our school's counsellor
- Referral to the emotional wellbeing team at MCH or to NELFT

## Support for Looked After Children (LAC)

In line with Medway's Policy for children looked after in the public sector, a Personal Education Plan (PEP – format supplied by the Local Authority) will be initiated and completed in consultation with the school, carers and social services and will be reviewed termly. The PEP is an evolving record of what needs to happen for looked-after children to enable them to make at least expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations and builds life chances. The school, other professionals and the child's carers should use the PEP to support achieving those things.

## Support for pupils with medical needs

- Individual Care Plans are written for pupils who have ongoing medical needs, these are written with a member of staff, parents and the school nurse or medical professionals (where appropriate); these are shared with all staff who work with the pupil.
- Pupils who have an injury which precludes them from being on the playground or taking part in sport will have a risk assessment written by the office staff or teaching staff. They will have access to lunch-club or another safe space at lunchtimes.
- Staff have had training in dealing with Haemophilia, use of EpiPen and how to support children with Diabetes.
- Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed authorisation is in place to ensure the safety of both child and staff member.

## Arrangements for the admission of pupils with disabilities

In order that children who have a disability may be catered for, the school seeks advice from the Local Authority regarding the admission of such pupils. The school will endeavour to make any necessary arrangements in full consultation with the parents and any other agencies involved.

**Please see the Academy of Woodlands Accessibility Plan** by following this link: [The Academy of Woodlands - Policies & Documents](#)

The following is a brief overview of some of the information contained in that document:

### Key Objective

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

**Improving Access to the curriculum:** AOW provides all pupils with a broad, balanced and inclusive curriculum, adapted and adjusted to meet the needs of individual pupils and their preferred learning styles through:

- Setting suitable learning challenges
- Setting of appropriate and effective targets.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- use of resources tailored to the needs of pupils who require support

**Improving access to the physical environment:** AOW has made and will continue to make adjustments to the physical environment in order to improve ease of access for pupils with specific needs.

- Ramps
- Elevators
- Disabled toilets

**Improving access to information:** AOW will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested. Information can be provided in:

- Large print
- On coloured paper

## **Enabling pupils with SEND to engage in all school activities**

Activities and school trips are available to all.

- All pupils are encouraged to go on our residential trip in Year 6
- All pupils are encouraged to take part in sports day, school plays and special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity in addition to the usual school staff.
- School visits are carefully chosen so that all pupils can access the experience.
- All risk assessments related to school trips are completed in line with the Local Authority approved 'Evolve' package.

## **Transition**

We work closely with the educational settings used by the pupils before they transfer to us in order to ensure as seamless a transition as possible. The Foundation Stage teachers visit all children in their pre-school setting or where this is not possible; will contact the setting to gain key information. Should there be a child about whom there are concerns then further visits will be made. Parents of new entrants are invited into school to meet the class teacher and discuss any concerns. The SENDCO is available during these meetings and will liaise with the class teacher and parent.

Transition meetings are arranged towards the end of each academic year so that class teachers and the SENDCO can hand over information about the children in their class to their future teachers. Provision Map will also show the support that has been provided for each child throughout the previous year. If a child has individual learning plans to follow they will be passed to the child's new class teacher in a class SEND folder.

When children go from Year 6 to Secondary school, teachers send transition information about each child to their new school and inform the Secondary SENDCOs if children are on the SEND Register, providing details about the support they have received.

If a child has an EHCP, the SENDCO will arrange meetings speak to the child's Secondary SENDCO to handover a pen picture of the child, to outline the support they have received at primary school and the effectiveness of it. Secondary Schools usually arrange transition days where children go in to meet their new form tutors and peers. Additional transition procedures will be discussed and put in place as felt necessary for individual pupils. Social stories are used to support the pupils who may benefit from them.

## **Support from outside agencies**

If a child has not made expected progress, despite quality support having been provided, then outside agencies may be involved to provide their specialist advice and support for the child. Parent/carers will be informed at all stages and be asked to share their views.

If advisory teams suggest that individual equipment or facilities are required, this is considered on an individual basis. We do endeavour to cater for all students to allow them to access learning along with their peers without barriers.



The agencies used by the school include:

- Medway Community Healthcare -Paediatricians/Nursing teams
- School Nursing and Continence Team
- School Counsellor
- Speech and Language Therapist
- Specific Learning Difficulties Consultant
- Marlborough Outreach Team
- Bradfields Outreach Team
- Safeguarding Advisors
- AAS (Attendance Advisory Service)
- Medway Sensory Service - to support pupils with hearing/visual impairment
- SSG (School Support Group)
- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy/Physiotherapy)
- NELFT (Mental health services – formally CAMHS)
- Early Help
- SEN Officers at Medway
- Educational Psychologist
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)

There are many charitable organisations or local support groups who offer advice and support to families and children with SEND.

Medway Community Healthcare (MCH)

<https://www.medwaycommunityhealthcare.nhs.uk/our-services/resource-centre/childrens-resources>

MAGIC - Medway Autism Group and Information Centre

<http://www.medway-magic.org/>

Kent Autistic Trust

<https://www.kentautistictrust.org/>

Medway Young People's Wellbeing Service

<https://www.nelft.nhs.uk/services-kent-medway>

Early Help for Families

[https://www.medway.gov.uk/info/200170/children\\_and\\_families/322/early\\_help\\_for\\_families](https://www.medway.gov.uk/info/200170/children_and_families/322/early_help_for_families)

These are more detailed in the SEND section of the AOW website and in **Medway's Local Offer** which details where local support can be found: <https://www.medway.gov.uk/localoffer> this link is also published on the SEND section of the AOW website.

## Complaints

The normal arrangements for the treatment of complaints at AOW are used for complaints about provision made for special educational needs.

**Please see the Academy of Woodlands Complaints Policy** by following this link: [The Academy of Woodlands - Policies & Documents](#)

The following is a brief overview of some of the information contained in that document.

If any parent/carer is unhappy with the education that their child is receiving, or has any concern relating to the Academy, we encourage that person/carer to talk to the child's class teacher immediately.

Where a parent/carer feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head of Key Stage, SENDCO or Assistant Head teacher. If this process does not resolve the problem or is of a serious nature the matter is

referred to the Deputy Head Teacher. This complaint will be taken seriously and is usually resolved at this stage. If there are still concerns, then the matter should be raised with the Head teacher.

Only if an informal complaint fails to resolve the matter should a formal complaint be made to the Governing Body. This complaint must be made in writing, stating the nature of the complaint and how the AOW has handled it so far. The parent/carer should send this written complaint to the Chair of Governors, with reference to how, in the view of the complainant, the problem could be resolved.

If any parent/carer is still not content that the complaint has been dealt with properly then s/he is entitled to appeal through the procedure for dealing with complaints about Academies as published by the Education Funding Agency, which is available on the Department for Education website.

### **Contact details for raising concerns**

If you have any concerns you can contact any member of the school safeguarding team through the school office on 0300 065 8200:

Chloe Brown – Head of School

Shelley Campbell – Deputy Head teacher and Inclusion Lead

Esther Welsh –SENDCO

Becky Jeffery – SEND Administrator

Sarah Palmer – Pastoral Welfare Manager / Lead DSL