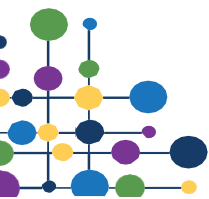


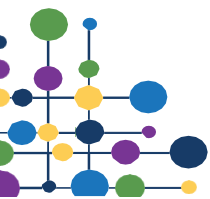
SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

| | |
|----------------------------------|--------------------------|
| Name of Academy | Woodside Green |
| Name of report writer | Becky Gough/Andrew Quinn |
| Updated | September 2023 |
| Next update due | September 2024 |
| Approved by local governing body | September 2023 |



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1. Woodside Green's SEND Policy

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works at Woodside Green.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website at the following link:

[Woodside Green, A SHARE Academy - Policies and Documents](#)

To make it as simple as possible to navigate this document, if there are any terms that are used that you're unsure of, you can look them up in the Glossary at the end of the report.

2. Legislation and guidance

This document takes into account legislation and guidance set out in the following:

- [Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#)
- [Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice](#)
- [Section 69 of the Children and Families Act 2014](#)

3. What types of SEND provided for at Woodside Green?

At Woodside Green, we provide support for pupils with the following needs:

| AREA OF NEED | CONDITION |
|--|--|
| Communication and interaction | Autism spectrum condition |
| | Speech and language difficulties |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| | Global delay |
| Social, emotional and mental health | Attention deficit hyperactive disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| | Immature social skills |



| | |
|--------------------------------|--|
| | Social Anxiety |
| | Difficulties with behaviours that may arise from other complex needs |
| Sensory and/or physical | Hearing impairments |
| | Visual impairment |
| | Multi-sensory impairment |
| | Physical impairment |
| | Dyspraxia |

4. What is the name and contact details of our SENDCO and other important contacts?

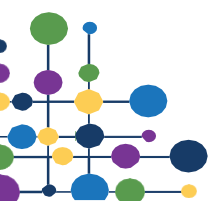
At Woodside Green, we have a wide ranging and highly skilled team of staff whose roles are linked to supporting students with SEND to access the curriculum. This team is made up of:

Mainstream

| Name of role | Member of staff | Contact email |
|--------------------------|-----------------|------------------------------|
| Assistant Head and SENCO | Becky Gough | Rebecca.gough@sharemat.co.uk |
| Pastoral Leader | Julie Pickles | Julie.pickles@sharemat.co.uk |

That said, we believe that every teacher is a teacher of SEND, and all of our staff take part in regular training to support students with SEND through the form of:

- Staff training sessions
- INSET days



External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Specialist teachers or support services (through Kirklees outreach)
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Hearing and Visual Impaired Teams
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Kirklees Duty and Advice, social care and other LA-provided support services
- Voluntary sector organisations

5. How does Woodside Green identify pupils with SEND and assess their needs?

At Woodside Green, each pupil is assessed to ascertain the following when they arrive either at a natural transition point between educational phase, or through an in-year transfer:

- Levels of attainment in key subjects - *This will build on information from previous settings and Key Stages, where appropriate*
- Reading age/ability
- Spelling age/ability
- Any evidence that the student may have a disability will also be considered and reasonable adjustments will be made in order to accommodate these
- Any evidence to support concerns around SEMH reasonable adjustments will be made to accommodate and support these

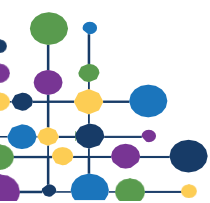
If a child arrives at the Academy and further information is required as to ascertain starting points or to further investigate potential SEND, the following may be used:

- SDQ assessment
- Boxall profile
- Lucid Exact
- CoPS
- Dyslexia Screener
- SNAP Profiles - SPLD (Specific Learning Difficulties) and Behaviour
- Sensory Audits
- Bradford online tool kit
- Handwriting assessment
- Phonics screening check

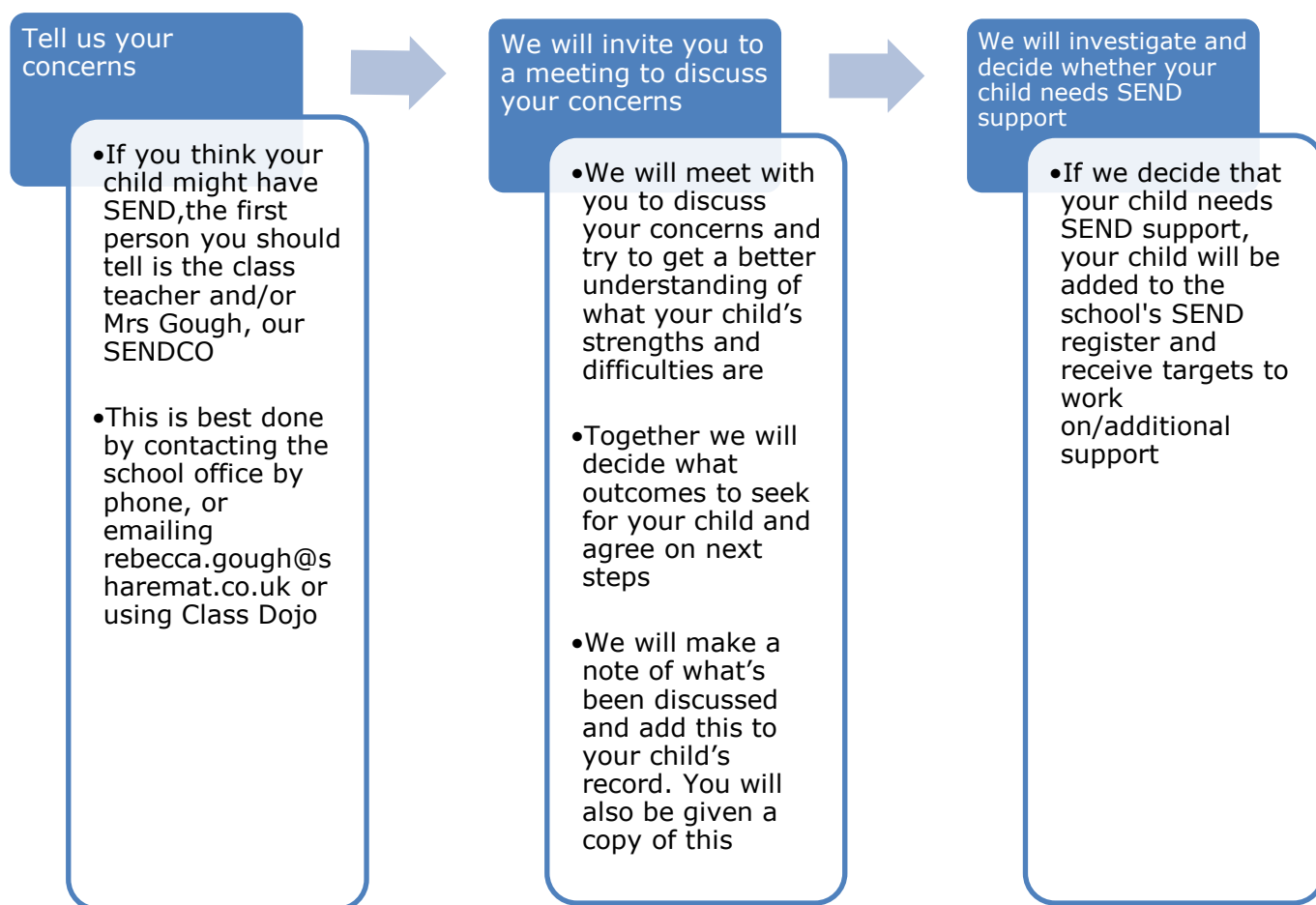
All formal assessments sit along and will be used in conjunction with teacher assessments. Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap despite interventions

This may include progress in areas other than attainment, for example, wider development or social needs.



If you think your child may have SEND, it is important that you let us know, too, so that we can assess and find out whether this is the case. Please follow the steps outlined below:



6. What are the admission arrangements for disabled pupils?

Admissions into schools are managed by Kirklees Local Authority's school Admissions service. As such, protocols for admissions for all students, including those with SEND and those who are Looked After and have SEND, can be found here:

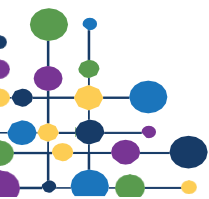
[Admission arrangements for Community and Voluntary Controlled Schools 2023-24 \(kirklees.gov.uk\)](http://kirklees.gov.uk)

7. How does Woodside Green consult pupils and their parents/carers and involve them in their child's education?

At Woodside Green, we provide parents/carers with a termly report in Autumn and Summer on your child's progress.

Your child's teachers will meet you at least twice per year at Parent Consultation Meetings, 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

For students with SEND, the regularity of meeting becomes more frequent. Please see the following table:

| If your child has... | ...then the review frequency will be... |
|---|--|
| ...ongoing monitoring for potential SEND... | ...ongoing through input from teachers, parents/carers and other sources. |
| ...One Page Profiles (Personalised Individual plans with targets) | ...on a <i>daily/weekly/half termly</i> basis as part of classroom provision and Quality First Teaching and will be reviewed with parents/carers termly. |
| ...a My Support Plan (MSP)... | ... <i>termly</i> with all the relevant professionals, parents/carer and the pupils. Sometimes this may happen more frequently |
| ...an Education Health and Care Plan (EHCP)... | ... <i>informally reviewed termly</i> with relevant professionals. |
| | ... <i>formally reviewed annually</i> as part of the annual review with parents/carers, Pupils and staff views. |
| | Emergency (or interim) reviews of both My Support Plans and EHCPs can be conducted in light of circumstances which occur in Woodside Green or if circumstances change significantly. This can be requested by either the parent/carer or key Academy staff |

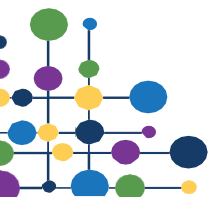
We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

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

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. The best way to contact us is via email to Becky Gough, Assistant Head Teacher and SENCO (detailed above).

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.

8. How does Woodside Green support Looked After Children with SEND?



Becky Gough is the designated teacher for looked-after children and previously looked-after children.

Becky Gough will make sure that all teachers understand how a looked-after or previously looked-after child's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other pupil who has SEND. However, looked-after children will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

9. How does Woodside Green support the transitions for pupils with SEND? (Primary to secondary Woodside Green and post-16)

Between years

To help pupils with SEND be prepared for a new academic year we:

- Ensure that the pupil knows their class teacher for the next academic year
- Ensure that the pupil know who the Teaching Assistant are for the Key Stages
- Ensure that they have had the opportunity to meet any key pastoral contacts for the following year

Between Schools

When your child is moving on from Woodside Green, we will ask you and your child what information you want us to share with the new setting.

From Primary to Secondary (for Primary Schools)

The SENDCO of the secondary School will come to Woodside Green for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

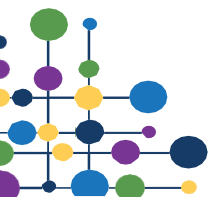
Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Increased amount of transition visits, dependent on needs, to the setting to familiarise themselves

10. How does Woodside Green teach and adapt the curriculum for pupils with SEND?

Your child's teacher is responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they attend Woodside Green.



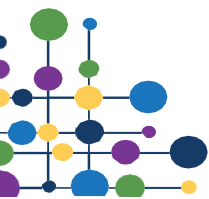
We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include, but are not limited to:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson
- Differentiating 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 and coloured resources
- Teaching assistants will support pupils on a 1-to-1 basis where appropriate
- Teaching assistants will support pupils in small groups where appropriate
- Mentoring, coaching and providing a range of SEMH-friendly interventions to give pupils reflection time

We may also provide the following interventions:

| AREA OF NEED | CONDITION | HOW WE SUPPORT THESE PUPILS |
|--------------------------------------|---|--|
| Communication and interaction | Autism spectrum condition | Visual timetables and task planners Social, Communication and Interaction groups Friendship groups Social stories Regular movement breaks Sensory activities and adaptations through a sensory passport |
| | Speech and language difficulties | Speech and language therapy, language groups Additional support for understanding vocabulary, breaking down the task Additional processing time |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Coloured Over Lays Peer Learning Break down of tasks into manageable steps |

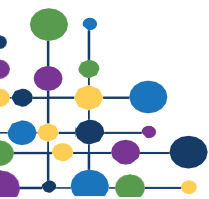


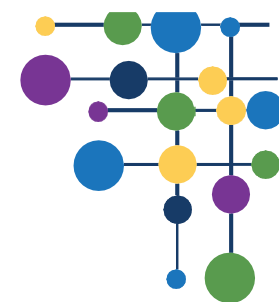
| | | |
|--|---|---|
| | Moderate learning difficulties | Verbal and Written instructions |
| | Severe learning difficulties | Checklists Audio supports to recall task and key learning points |
| | Global delay | Regular movement breaks. |
| Social, emotional and mental health | ADHD, other social, emotional or mental health needs | Quiet work areas Regular Movement breaks Areas with reduced stimulus Daily Power Up and Physical activities Play Therapy Sensory activities and adaptations through a sensory passport Support to regulate plan |
| | Adverse childhood experiences and/or mental health issues | Nurture style support Drawing and talking Resilience interventions |
| Sensory and/or physical | Hearing impairment | Wearing of appropriate technology Makaton Visual supports |
| | Visual impairment | Limiting Classroom Displays |
| | Multi-sensory impairment | Control of classroom environment E.G reduced stimulus or low movement areas |
| | Physical impairment | Consideration of seating position dependent on the impairment Enough space to move around safely |

These interventions are part of our contribution to Kirklees Local Authority's local offer. The Woodside Green Accessibility Plan is available at the following link:

Woodside Green, A SHARE Academy - Policies and Documents

SEND interventions follow a model known as the graduated response to SEND needs. The 'Assess, Plan, Do, Review' model, which structures our approach to supporting students, is detailed on a diagram below:





1. **Assess**

- Teacher and the SENDCO carry out a clear analysis of the pupils needs.
- Teacher and the SENDCO carry out reviews (minimum termly) of the pupils and previous targets/outcomes
- Views of the student and their parents/carers will be taken into account.
- The school may also seek advice from external support services
- The assessment will be reviewed every term as a minimum in order to make sure that the support in place is matched to the student's need

2. **Plan**

- In consultation with the parents and the pupils, the teacher and the SENCO will decide which adjustments, interventions, targets and support will be put into place, alongside the expected outcomes, and a clear date for review
- All staff who work with the pupils will be made aware of the pupils needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded in provision maps/class charts and will be made accessible to staff in a One Page Profile/Woodside Green based support plan
- Parents/Carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home

3. **Do**

- The pupils class or subject teacher retains overall responsibility for their progress
- Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupils. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- The SENCO will support the teacher and support staff in further assessing the pupils particular strengths and weaknesses, in problem solving and' advising on how to implement support effectively

4. **Review**

- The effectiveness of the support and interventions in relation to targets set and their impact on the pupil's progress will be reviewed in line with the agreed date
- We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
 - The views of the parents and pupil
 - The level of progress the pupil has made towards their outcomes
 - The views of teaching staff who work with the pupil
- The teacher and the SENDCO will revise the outcomes and support in light of the pupils progress and development, and in consultation with the pupils and their parents/carers

11. How does Woodside Green review the effectiveness of support for pupils with SEND?

It is highly important that support for students with SEND is evaluated, to ensure that it is having a positive impact on pupils.

We use a range of measures to monitor its effectiveness, including, but not limited to:

- Questions from local governing body to leaders
- Regular monitoring of students' pastoral key performance indicators including attendance, behaviour and wellbeing
- Findings from inspections and peer reviews monitoring the quality of education for all pupils, including those with SEND
- Pupil level performance data from internal and external assessments
- Ongoing quality assurance from leaders and teachers to ensure that the quality of education for pupils with SEND is of a high standard
- Students' views through student voice exercises and surveys
- Parent and carer views through parent voice and surveys

12. What are the facilities to help students with a disability at Woodside Green?

As part of SHARE Multi-Academy Trust, we work with the central finance team in order to secure the very best resources for the best value. It is important that money is spent appropriately to ensure that students with SEND are able to access the Academy's curriculum and facilities.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More staffing hours
- Further, specialist training for our staff
- External specialist expertise

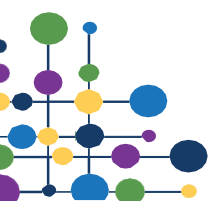
If that is the case, we will consult with external agencies to secure information about what will best help your child access their learning.

SHARE Multi-Academy Trust will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from Kirklees Local Authority's SENDACT team through appropriate referral processes.

13. How does Woodside Green ensure that pupils with SEND are not discriminated against, and can take part in all activities with their peers who do not have SEND?

At Woodside Green, we try to remove any barriers that would stop pupils with SEND enjoying the same activities as other pupils in the Academy, including physical activities.

- All of our extra-curricular activities and trips are available to all our pupils, including our Breakfast Club and after-school sporting/other clubs.
- All pupils are encouraged to go on our school trips, including any residential trips such as Whitby and London.



- All pupils are encouraged to take part in sports day, school choir, after school clubs and sports teams and competitions
- Wherever possible, we will try to ensure that no pupil is ever excluded from taking part in these activities because of their SEND or disability. Wherever possible, we will make whatever reasonable adjustments are needed to make sure that they can be included.

14. How does Woodside Green offer Personal Development for pupils with SEND?

Personal development – the development of knowledge and skills which equip pupils with the capabilities to thrive in the challenges of modern day Britain – is important for all. However, at Woodside Green we understand that, for pupils with SEND, this can be more challenging.

In order to ensure that students who leave Woodside Green are able to confidently navigate the challenges of life in modern Britain, adaptations, additions and adjustments to the personal development (PD) curriculum are made. These are outlined below:

- One-to-one mentoring, coaching and play therapy
- Academy Parliament and prefect leadership opportunities
- Small group sessions targeting specific gaps in knowledge or misconceptions relating to the personal development curriculum
- Bespoke support from pastoral to support with SEMH and emotional difficulties
- Thriving Kirklees referrals (mental health and emotional support)

12. What anti-bullying measures does Woodside Green have in place for pupils with SEND?

Woodside Green takes a robust and consistent approach to any issues which relate to bullying. It is categorically not accepted, and all allegations of bullying are treated seriously and investigated. This includes victimisation of any pupils who has SEND. Where pupils have bullied another child, including where the bully themselves has SEND, we take clear action to ensure that this does not happen again, both in terms of consequences for their behaviour and the follow-up support which is given to both bully and victim.

We have an anti-bullying policy which outlines the approach we will take to safeguard our pupils from exposure to bullying. This also links with the Academy's Behaviour Policy.

15. How do parents complain to the Academy, should they wish to?

Whilst, wherever possible we work closely with the parents/carers to ensure that their child is at the centre of all efforts, and benefitting from them, at Woodside Green we acknowledge that it is important that parents/carers have the right to complain about the provision and their treatment, should they wish.

In these instances, parents/carers should refer to the SHARE Multi-Academy trust complaints Policy and Procedure which is available at the following link.

[SHARE Multi Academy Trust - Policies & Documents \(sharemat.org\)](https://sharemat.org)

Complaints about SEND provision at Woodside Green should be made to the SENCO, Mrs Gough, in the first instance. It is hoped that that most concerns and difficulties, where a parent or pupil seeks intervention, reconsideration or some other action to be taken, can be resolved informally. If you are not satisfied with the Academy's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.



To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

In Kirklees, the appropriate intermediary service is KIAS, details of whom can be found at the link below:

[Home – Kirklees KIAS](#)

16. What is the local offer for students with SEND?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at the Kirklees local offer. Kirklees Local Authority publishes information about the local offer on their website:

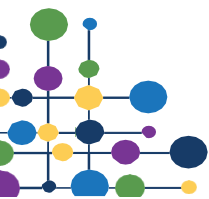
[Home | Kirklees SEND Local Offer \(kirkleeslocaloffer.org.uk\)](#)

Our local special educational needs and disabilities information advice and support service is KIAS, and you can find more information at their website, the link for which is below:

[Home - Kirklees KIAS](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)



19. Glossary of SEND terminology

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

KPI – key performance indicators such as a student's attendance, behaviour points and positives or negatives that they have accumulated which indicate how a student is performing in school

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that school must follow to support children with SEND

SEN information report – a report that school must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

