



Special Educational Needs & Disabilities Information Report

Approved By:	Nicola Berkeley
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Woods Bank
Academy

A Place to Belong, Learn and Grow

Rough Hay Road, Darlaston, West Midlands, WS10 8NQ
0121 568 6421

Principal
Miss N Berkeley

Executive Principal
Mr P Edgerton

www.woodsbank.org



Our Values

BELONG

Our school is a happy, safe and welcoming place, where children, teachers, parents and the whole community work together.

LEARN

Our school is an inspiring, creative and ambitious place, where we work hard, have high expectations of ourselves and always do our best.

GROW

Our school is a kind, nurturing and respectful place, where children flourish as individuals and grow in confidence, independence, resilience and trust.

Special Educational Needs & Disabilities Information Report



The kinds of Special Educational Needs (SEN) that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and Learning, for example, dyslexia, dyspraxia,
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry to the school, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap, this may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having special educational needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

If we decide your child will receive SEN support, we will review and discuss their progress at termly meetings with you as part of the assess, plan, do, review process detailed below.



Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and updated when necessary.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have special educational needs. This will be differentiated for individual pupils. We use the WAVE system to determine the best type of support best suited to each child.

We will also provide the following interventions:

- EAL Flash Academy - English as an Additional Language intervention
- Handwriting intervention
- Maths
- Reading
- Speech and Language intervention using the Talk Boost programme
- Writing

Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have teaching assistants who are trained to deliver in school interventions. The teaching assistants will support pupils on a 1:1 and small group basis when necessary.

We work with the following agencies to provide support for pupils with SEN:

- North Star Inclusion Advisory Team
- Walsall SEN Team
- In collaboration with experts within the Trust
- Walsall Health Care team
- Child & Adolescent Mental Health Service
- Speech and language therapy
- Educational Welfare Officers
- School Nurse
- Specialist teachers of the hearing and visually impaired
- Educational Psychology Service
- Lindens Outreach service for children and young people with physical difficulties
- Social Services
- Specialists in other schools via outreach e.g. teaching schools, special schools.
- Behaviour Support Service
- Occupational Therapy
- Physiotherapy
- We also collaborate with experts with our Multi-Academy Trust

Securing equipment and facilities

We work with many outreach services to provide specialist equipment and facilities.

Evaluating the effectiveness of special educational needs provision

We evaluate the effectiveness of provision for pupils with special educational needs by:

- Reviewing pupils' individual progress towards their goals each term, or sooner if necessary
- Reviewing the impact of interventions every two weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with education, health and care plans

Enabling pupils with special educational needs to engage in activities available to those in the school who do not have special educational needs

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on residential trip(s).

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 special educational need or disability.

All children are welcome to apply to our school - the school admissions policy is available on the school website. We also have a TEF Equality policy available on the website along with the school accessibility plan.



Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with special educational needs are encouraged to be part of the school council
- Friends group
- Nurture Group
- Open door policy for Pastoral team
- Anti Bullying ambassadors
- Pupils with special educational needs are also encouraged to be part of school clubs to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.

Concerns and Complaints about SEN provision

Concerns and Complaints about special educational needs provision in our school should be made to the SENDCO in the first instance. We will make every effort to work together with parents/carers to resolve any issues as swiftly as possible. If an agreed solution cannot be reached at this stage, parents/carers will then be referred to the Trust Concerns and Complaints policy, this can be found on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Contact details of support services for parents of pupils with SEN

- Walsall Information, Advice & Support Service (SEND) (formerly Walsall Parent Partnership Service) Contact: Kay Munday or Jill Simkin 01922 650 330

Contact details for raising SEND concerns

Miss A Robinson & Mrs E Haldron

Tel: 01215686421

Email: sendco@woodsbank.org

The local authority local offer

Woods Bank Academy contributes to the local offer.

Our local authority's local offer is published here:



<https://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>