

# Woodside Academy



## SEND Statement 2024-25

This document is published on our website. If you require a copy, please ask a member of the office staff or the school's SENDCo Mrs Wilkinson.

Questions you might have	What we offer
How does the school know if children need extra help?	<ul style="list-style-type: none"><li>• We hold half-termly meetings where members of the SLT and class teachers discuss the progress of every child in the school and flag up any child whose progress we are concerned about. There will then be meetings with the school's SENDCo.</li><li>• Parent meetings are held twice a year and this is an opportunity for both the parent and teacher to discuss any concerns about the child's progress.</li><li>• All teachers regularly assess children's progress in Speech and Language, Literacy and Maths through observations, discussions and assessments.</li><li>• Some children will enter our school and are already known to have special needs.</li><li>• Some children will be identified as having SEMH needs.</li></ul>
What should I do if I think my child may have special needs?	<ul style="list-style-type: none"><li>• Speak to their class teacher, Learning Mentor (Mrs Wing) or the SENDCo Mrs Wilkinson</li></ul>
How will school staff support a child?	<ul style="list-style-type: none"><li>• All teachers are teachers of children with SEN and will cater for different abilities within the class through differentiating the curriculum.</li><li>• All classes have teaching assistant in the class to support children with a range of needs.</li><li>• We offer a range of intervention groups that vary each term, linked to the children's needs and the staff's expertise. These interventions can be on to one or small group sessions with a TA or by our pupil support officer Your child may have an EHCP or provision mapping plan, which will have strategies for supporting your child to achieve those targets.</li></ul>
Who will oversee, plan and work with children and parents?	<ul style="list-style-type: none"><li>• The class teacher is responsible for your child's learning. The class teacher will work closely with whoever is supporting your child to achieve their targets.</li></ul>

	<ul style="list-style-type: none"> <li>The SENDCo oversees all SEND children and works closely with teachers and TAs to help support your child to the best of our ability</li> </ul>
How often will this happen?	<ul style="list-style-type: none"> <li>The amount of support that your child receives depends on his or her needs and the school's resources.</li> </ul>
Who will explain to me what is happening for my child?	<ul style="list-style-type: none"> <li>Your child's class teacher will meet with you to discuss your child's progress. We hold parent meetings in the Autumn and Spring Term and in the Summer Term a report is sent home.</li> <li>If despite support, the school continues to have concerns about your child's progress the school may need to request external support. You will be asked for your permissions and you will meet with the external professional, the SENDCo and the class teacher to gather your opinions and to discuss ways to further support your child.</li> <li>For all children with an EHCP (Education, Health Care Plan) there will be an annual review meeting with the parent, SENDCo, class teacher and all professionals are invited who have had any input with your child.</li> </ul>
How will the curriculum be matched to the child's needs	<ul style="list-style-type: none"> <li>At Woodside, we endeavour to provide a stimulating and exciting curriculum that engages all of our children, whatever their needs. We believe active, engaging learning is the key to success.</li> <li>Children work both independently, in pairs and in groups. This can support and extend children's learning and enable children with different skills and abilities to access the curriculum.</li> <li>Some children may need extra support to access areas of the curriculum and this may need to be by a TA or support teacher in or out of the class or through the use of clear differentiation.</li> </ul>
How will the school support parents to help their child's learning?	<ul style="list-style-type: none"> <li>We believe it is key to work closely with parents to best support their children. If any external professionals have assessed your child's progress they will meet with you, the class teacher and SENDCo to discuss ways in which best to support your child.</li> <li>You are always welcome to make an appointment with the class teacher or SENDCo to discuss your child's learning.</li> </ul>
When will parents be able to discuss a child's progress?	<ul style="list-style-type: none"> <li>During the Autumn and Spring Term there are parent meetings with the class teacher.</li> <li>At any time, you are welcome to make an appointment with the class teacher or SENDCo to discuss your child.</li> </ul>

<p>What support (pastoral, medical, social, emotional in and out of school) will there be for a child's overall well-being?</p>	<ul style="list-style-type: none"> <li>• At Woodside we understand the paramount importance of all children's overall well-being. Children can only learn effectively if they are free from anxiety and are feeling happy and confident.</li> <li>• All staff have responsibility for the welfare of the pupils.</li> <li>• Relevant staff are trained to support the medical needs of pupils including those with allergies. Medical care plans are used where appropriate.</li> <li>• Safeguarding and child protection procedures are in place. The named persons are Ms Ryder, Mrs Wing, Mrs Wilkinson.</li> <li>• All children have a Key Person who they choose at the beginning of the year. The Key Person, sometimes referred to as Key Worker, can support children to build their self-esteem, with social issues or generally any concerns they may have that is affecting their learning and progress or happiness at school.</li> <li>• Our TAs have been trained to lead a variety of group sessions that work on helping children to develop the skills to deal with any anxieties, friendships and also their learning.</li> </ul>
<p>What specialist services and expertise are available or accessed by the school?</p>	<p>As a school we can access a range of external services. These include:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Physiotherapists – OT Services</li> <li>• SaLT team to support with speech and language</li> <li>• The SEN Specialist Support Team (advisers for visual and hearing impairment and physical needs).</li> <li>• Open door</li> </ul> <p>We always obtain permission from a parent before referring a child to of these services.</p>
<p>What training will the staff supporting children and young people with SEND have or receive?</p>	<ul style="list-style-type: none"> <li>• Most TAs will have received training in a specific area e.g. Speech and Language, Precision Teaching, Cued Articulation etc.</li> <li>• We also work with ABA Pathways and Treetops Outreach</li> <li>• If a child with an EHCP arrives at our school, we endeavour to access training for staff to enable them to work effectively with that child.</li> </ul>
<p>How will children be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> <li>• All children are involved in school trips. We ensure we have coaches that have accessibility where appropriate. TAs will support SEND children on trips where appropriate.</li> <li>• SEND children are not excluded from school clubs</li> </ul>

How accessible is the school environment?	<ul style="list-style-type: none"> <li>• Most of the school is on one floor and the part that is two floor has a lift to ensure access once the new part of the building is in place.</li> <li>• We have disabled toilets in the main building of the school. There are additional disabled toilets in our new build.</li> </ul>
How will the school prepare and support a child to join the school?	<ul style="list-style-type: none"> <li>• Children who join our school at the beginning of Nursery or Reception have a Nursery visit from the teacher, and a transition to start.</li> <li>• For a child with an EHCP, it may be possible for the class teacher or SENDCo to go to their annual review in their previous setting.</li> <li>• Children who join the school from Reception (after the beginning of the year) up to Year 6 are offered a visit before starting school.</li> <li>• Prior to joining the school, it is always extremely important for the school to receive as much information as possible about your child's special needs so that we can be prepared fully and ensure that your child has a smooth transition to Woodside.</li> </ul>
Transfer to a new school or the next stage of education or life?	<ul style="list-style-type: none"> <li>• There are transition visits to most secondary schools. For a child with a statement or EHCP, we liaise closely with the secondary school towards the end of Year 6 and organise additional support to aid transition.</li> <li>• The SENDCo meets with most secondary SENDCo's to discuss all children with special needs.</li> </ul>
How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> <li>• The leadership team and Governors monitor our finances closely.</li> <li>• The SENDCo together with the class teachers and support staff monitor the impact of intervention programmes closely to ensure value for money. This is reviewed half termly.</li> <li>• We follow the ECHP guidance when using resources to support children with SEND.</li> <li>• We use our resources to support the aims of our school as well as individual learner needs.</li> </ul>
The arrangements for the admission of disabled pupils Facilities provided to help disabled pupils access the school	<ul style="list-style-type: none"> <li>• Meeting and a tour of the school are arranged so that parents can see the facilities we have</li> <li>• Meeting with SENDCo to discuss needs and any reasonable adjustments we can make, this will lead to medical professionals coming into support the school in our effort to admit the child.</li> <li>• Reasonable alterations made</li> </ul>
The steps taken to prevent disabled pupils being treated less favourably	<ul style="list-style-type: none"> <li>• After consultation with medical professional the reasonable adjustments will be made to school environment</li> <li>• Meeting again with parents to ensure they are happy with what we can offer</li> </ul>

	<ul style="list-style-type: none"> <li>• Adaptations made to lessons to ensure the child</li> <li>• Staff trained, if needed, to allow child to access the curriculum as other children do.</li> </ul>
Facilities provided to help disable pupils access the school	<ul style="list-style-type: none"> <li>• We aim to provide what ever facilities are needed, but already in the school are ramps, wide doors, and a lift.</li> <li>• Children who need to move about with equipment are placed in larger classrooms, where possible.</li> <li>• Disabled persons parking in school car park.</li> </ul>
How is the decision made about the type and how much support a child will receive?	<ul style="list-style-type: none"> <li>• Each pupil's need is examined on an individual basis.</li> <li>• Initial support is through specific strategies carried out by the class teachers.</li> <li>• We use regular assessments, observations and discussions in relation to the child's needs and match to the resources that we have access to.</li> <li>• Intervention groups have entry and exit criteria based on more than one factor, and are flexible. One pupil may need additional support throughout; other pupils may only need it for a short time.</li> <li>• Additional teaching assistants may be deployed to support individuals or small groups of learners in class (the focus could be supporting behaviour, learning or other needs). This additional support may be time limited and reviewed by need. We aim for all children to access the curriculum as independently as they are able to.</li> <li>• For pupils with EHCP, the type of support needed will be detailed on their plan. This is discussed at an annual review meeting with parents and professionals.</li> <li>• For a very few pupils, we may request that an assessment for an EHCP plan be made by the local authority.</li> </ul>
How are parents involved in the school, and how can they become involved?	<ul style="list-style-type: none"> <li>• Parents are invited to come in to the school and read with children, attend workshops, attend parent mornings, or support school trips.</li> </ul>
Who can parents contact for further information, or raise concerns?	<ul style="list-style-type: none"> <li>• The first point of call is your child's class teacher. You are also welcome to speak to the SENDCo, Mrs Wilkinson or the Vice Principals (Mrs Joiner and Mr Radford) as well as our Learning Mentor (Mrs Wing).</li> </ul>
How does the school listen to pupils' views?	<ul style="list-style-type: none"> <li>• Every class has a Class Council who report back to the School Council. As well as keyworker chats to find out how the children are thinking or feeling. Children like to air their views to their keyworkers too.</li> </ul>

<p>How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?</p>	<ul style="list-style-type: none"> <li>SEND progress data is reported and discussed regularly to the Governors.</li> </ul>
<p>What are the arrangements for handling complaints from parents of children with special educational needs (SEN) about the support the school provides?</p>	<ul style="list-style-type: none"> <li>Handling complaints from parents of children with special educational needs (SEN) is crucial for ensuring effective communication and support. Woodside Academy has structured arrangements for addressing these concerns, which includes the following steps: <ol style="list-style-type: none"> <li>1. Policy: Woodside Academy has a complaints policy that outlines how parents can raise concerns. This policy is be accessible and easy to understand.</li> <li>2. Initial Communication: Parents are often encouraged to speak directly with the child's class teacher or SEN coordinator (SENCO) as a first step. This allows for an open dialogue and can often resolve issues quickly.</li> <li>3. Formal Complaint Process: If concerns are not resolved informally, parents can escalate the issue by following the school's formal complaint procedure.</li> <li>4. External Support: Parents can also be informed about external support options, such as local authorities or support services, especially if they feel their concerns are not being adequately addressed.</li> <li>5. Monitoring and Follow-Up: Woodside Academy monitors the outcomes of complaints and follow up with parents to ensure that any agreed actions have been implemented and that support is effective.</li> </ol> <p>By having these arrangements in place, we can foster a supportive environment for parents and ensure that the needs of children with SEN are being met effectively.</p> </li> </ul>