



Woodcroft Academy SEND information report

We are an inclusive setting that provides children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support

We currently have 149 children on roll from ages 3-9.

Mr Suddaby is the SENCO in school. He can be contacted via the school office.

What is additional needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

The types of special educational needs for which provision is made at Woodcroft Academy

This school is part of St. Bart's Multi-Academy Trust and responds to the needs of all pupils from ages 4 to 9 years. The school therefore makes provision for pupils with needs that include those in:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Identifying additional needs

Children with SEND are identified as early as possible within our Academy. Initial enquiry is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peers against recognised individualities relating to Cognition and Learning, Communication and Interaction and Sensory/and or physical needs.

Identifying these needs are vital, and therefore staff working in school, monitor the children's progress carefully on a half termly basis through regular pupil progress meetings which are led by the senior leadership team.

A termly SEND 'drop in' is held to ensure class teachers have the opportunity to discuss issues raised with the SENCO. After initial enquiry has taken place and support given, any further concerns are discussed with the school SENCO.

The SENCO and Teaching Staff would then discuss these concerns with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. Following the Code of Practice, the first response to supporting any child will be Quality First Teaching, targeted at the area of need.

For some pupils, in addition to the class based support approaches, an intervention programme may be delivered. Those pupils with the highest levels of need might be referred to other agencies for additional advice and support.

The SENCO keeps a record of pupils requiring additional/SEND support in order to monitor the progress of these pupils, and to plan for provision across the Academy.

I think my child needs extra support, what should I do?

If you have concerns about any aspect of your child's education the first step should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement and or advice of the school SENCO. Alternatively the school SENCO can be contacted directly, either at the end of the school day, or via the school office.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class based provision. This might take the form of additional physical resources in classrooms e.g. additional computers, overlays, writing slopes, alternative seating etc. For those requiring provision additional to class based approaches, in some cases it might also be used to provide additional human resource e.g. teaching assistants, therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes for example, outcomes identified in consultations with teachers and parents or on Education, Health and Care (EHC) Plans. The SEND budget is the responsibility of the head of school and SENCO and regular discussion and monitoring.

Where more specialist personalised equipment is required, the school SENCO liaises with the relevant external advisory services (e.g. Staffordshire Connects; Educational Psychology Team (EP) Community Paediatricians, Speech and Language Therapy (SALT) Service to seek advice on the best options. Parents will be involved wherever possible in these discussions.

How does the Academy consult with and involve children and young people with SEND in planning and reviewing targets?

The Academy ensures that the opinions, thoughts and feelings of our pupils are an essential part of any plans made about their education. Pupil's opinions are required at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals; for others this might mean allowing them to contribute to meetings without actually attending. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as a voice for them at any meetings. We know that there is sometimes a need to be handled sensitively in order to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; pupil involvement is carefully planned with those who know the pupil best, i.e. families and those staff working closely with them.

How does the Academy assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND?

The school's SENCO, along with the head of school and other members of the leadership team undertake regular monitoring of pupil progress and of the effectiveness of provision. The SENCO works closely with other academies and various outside agencies which permits opportunities for consultation and continuing professional development. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and good value for money. The opinions of pupils and parents regarding the effectiveness of support are monitored annually and gathered to inform decisions about future provision.

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is vital. Information about pupils with SEND is disclosed to relevant school staff via a meeting with the SENCO, in which the SENCO outlines any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these. Where a significant risk is identified a risk assessment would be carried out and/or outside agency advice required, and, if needed, plans would be put in place, such as a Health Care Plan, or Safer moving and Handling plan. If required, additional support will be provided for unstructured times of the day. For any off-site visits, school adheres to offsite risk assessment measures, and if necessary individual risk assessments would be carried out and shared and signed by parents.

What support is available to my child or young person's overall well-being?

We understand that pupils with SEND can experience a range of social and emotional issues. As well as a whole school focus on social and emotional wellbeing through our PHSE/RSE teaching, we offer a range of interventions, to address specific issues as they arise. We recognise that for some pupils, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised, and is produced through consultation with pupils and their families. We also have available a range of assessment tools to support us in tracking and monitoring pupil's self-esteem and confidence e.g. Boxall, Locke and Beech Assessments.

FRIENDSHIPS: All children in school are supported to develop relationships with their peers. For those pupils who find this most difficult there are alternative arrangements at play and lunchtime where play skills can be actively taught or modelled by staff. We also offer a range of personalised social skills activities, and our learning mentors are available to support pupils and families in a holistic way, our Lego intervention is aimed to support these children.

In regards to bullying, the school holds a clear position on bullying, and all pupils are educated to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which take into account the needs of all the pupils involved. Kindness is celebrated regularly in school and children at Woodcroft embrace kindness and helping others.

What support is available to assist with my child or young person's emotional and social development?

Personal, Social and Emotional wellbeing is at the forefront of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support, children in managing their emotions and relationships on a day to day basis. For those requiring further support, our experienced teaching assistants are trained and supported to work individually with children or might support pupils in a more holistic way (e.g. family support, peer support etc.). We have a variety of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development including the feelings art book which has been recommended by the EP service.

What support is there for behaviour, avoiding exclusions and increasing attendance? The school has specific policies for Behaviour, Exclusions and Attendance.

Behaviour

The school has a clear behaviour policy, which is executed consistently. Where pupils are unable to follow this policy or require additional support with behaviour a range of measures are used to support them in following to the school rules. For some pupils this involves alternative arrangements at key "trigger points" during the day; for others this may involve a "time out" arrangement enabling pupils to find a designated safe space at times of stress. A key emphasis of the school in supporting pupils whose behaviour challenges is to firstly understand this behaviour. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour, again work with the EP allowed to implement emotion coaching in order, to help supporting these challenging pupils and behaviours around school.

Exclusions

It is very rare that we would consider exclusion for any pupil. A copy of the school's exclusion policy can be found on the Academy's website. These are in extreme circumstances, when a child is at risk of harming themselves or their peers.

Attendance

We take active steps to improve attendance. Our DSL, Senco and Phase leaders work closely with families where attendance is of concern to find holistic ways to improve the situation. This is monitored to ensure staff, pupil all work together to find solutions of reoccurring absentees.

How will the Academy manage my child or young person's medicine or personal care needs?

Administrating of medication

We are aware that some children with SEND also have medical or personal care needs which require attention during the school day, including the administration Our Local Offer for Special Educational Needs and/or Keeping Students Safe and Supporting Their Wellbeing of medication. We follow the medication policy which is available on the school website. Medication forms are signed by parents/carers and kept in the school office. In some cases pupil's medication may be more appropriately stored and administered in their classroom (e.g. asthma inhalers, epi-pens, epilepsy rescue medication etc.). When this is applicable, a clearly identifiable safe place in the classroom is chosen, and the location of the medication is detailed on the pupil's care plan, each classroom has been fitted with a first aid locker.

Toileting

Staff in school are experienced in supporting pupils to become independent in their toileting, and we would seek in the first instance to support toilet training programmes in place at home. Where toilet training is not appropriate, pupils are encouraged to take as much responsibility as possible for their toileting, for example, pupils usually stand whilst changing nappies, and are encouraged to take as active a role as they can, and pupils who are developing verbal skills are provided with a range of tools to help them communicate toilet needs. For those pupils who wear nappies or continence pads, we request that parents provide us with the appropriate equipment as well as a spare change of clothes in case of accidents. We work closely with families and where appropriate seek the advice of the continence service when meeting pupil's toileting needs. If needed an Intimate Care Plan will be put into place and shared with parents.

Privacy and Dignity

For some of our pupils it is most appropriate for medical care to take place in private and arrangements for this are made based on the context of the pupil's needs. For other pupils, medical care might take place within the daily routine of the classroom. Where this occurs close adult supervision is maintained to ensure the safety and dignity of all pupils. For those pupils with toileting needs, every care is taken to ensure the pupil's dignity, particularly in the case of older pupils e.g. offering alternative toilets, or allowing pupils to use the toilet at quieter times of the school day.

Sharing of medical information

We use a password protected system, in school which highlights pupils' SEND and medical. This system is linked to our registration and assessment tools meaning that information about pupil need is visible to staff alongside academic data. For those pupils with more complex medical needs, medical care plans, produced in discussion with parents / carers and health professionals, are used. For those pupils with medical conditions which can present with medical emergencies, a clear and detailed plan is made alongside parents and carers detailing the procedure to be followed in the event of an emergency. This information is shared in more detailed care plans as appropriate.

Medical Appointments

Where pupils need to take extended periods of time off to attend medical appointments, parents are encouraged to discuss how best to support the pupil with any missed work with the class teacher in the first instance. The Ipad curriculum allows pupils to limit the amount of work missed “catch up work” for completion at home is possible, with minimal resources used. Wherever possible the school will work flexibly to support pupils who miss work due to unavoidable medical appointments or through illness.

Training

Staff undertake regular first aid training and are trained annually by external professionals in the administration of rescue medication such as epi pens and asthma inhalers. School Health are notified by the Academy of any training given for specific children.

What expertise is available in the setting, school or college in relation to SEND?

All school staff have a good awareness of SEND through regular staff meetings etc. Regular meetings are held to enable staff to work with the SENCO to develop their practice in relation to the specific needs of the pupils in their classes. The SENCO is part of the St Bart’s Trust SENCO group, which provides advice and support for staff. Training is accessed through these groups.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

The school has close links and works with a wide range of outside agencies according to the current needs of pupils within school and the availability of support from agencies; these may include Speech and Language Therapy (SALT), Occupational Therapy, School Health, Health Visitors and Community Paediatricians. Where appropriate we organise multi-agency meetings to discuss pupil’s needs (e.g. CAF/Child Protection), and aim to ensure good communication with these groups in order to meet the need of pupils and their families. We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text.