



SPECIAL EDUCATIONAL NEEDS INFORMATION

We believe that the Synaptic Trust incorporates highly inclusive Academies where every child's needs are met with respect and individualised attention. We take a holistic approach to each child meaning that the provisions and strategies put into place are appropriate and attentive to their emotional, behavioural and special educational needs. Every child is special to us.

What is a Special Educational Need?

At different times in their school life, a child or young person may have a special educational need or disability (SEND). The code of practice 2014 defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for him/her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Types of SEN

In the new Code of Practice 2014, SEND and provision falls under four broad categories:

- Communication and interaction;
- Cognition and Learning;
- Social Mental and Emotional health
- Sensory and/or physical





These include a wide range of needs such as:

- Speech, language and communication needs;
- Behavioural, emotional and social difficulties;
- Specific learning difficulties;
- Moderate learning difficulties;
- Profound and multiple learning difficulties;
- Autistic spectrum conditions;
- Multi-sensory impairment;
- Visual and hearing impairment;
- Physical disability.

How we identify pupils with Special Educational Needs

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties in speaking English, or worries that distract them from learning. We understand that children that experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. In such cases, teachers will gather information including seeking the views of parents and the pupils, and will then raise any concerns they have to the SENCO, who will carry out an observation. The SENCO will then provide the class teacher with advice and strategies. In addition, parents will be invited into school for an informal meeting to discuss any concerns that they may share. Together with the SENCO, parents will complete referral forms to outside agencies (if necessary).





What you can do if you feel your child may have SEN

If you have any concerns regarding your child's progress or well-being, then please talk to either your child's class teacher or the SENCO to discuss them.

Formal assessments used in school

The assessments we use are evidence based and have been recommended by professionals such as Educational Psychologists and Speech and Language Therapists. Some of these include:

- Phonics Tests (PhAB)
- Basic number screener
- Reading and Comprehension Tests (YARC)
- Salford Reading Tests
- Dyslexia/Dyscalculia tests
- Partners in Talking screener (Oracy)
- Boxall profile



Continuous Assessment

All pupils are regularly assessed to identify strengths and weaknesses.



High Quality Teaching

Our primary approach is to provide high quality teaching first in the classroom. This means that teachers provide highly differentiated work to enable all children to access learning. We recognise that every child is an individual and any strategies or activities that have been recommended are incorporated into their learning.



Interventions put in place by class teacher

Children who are falling behind, and are not making the expected progress (despite highly differentiated quality teaching) are identified and additional support is put into place. This support can be in small groups or individual.

Assistant Head Advice

Once a raising awareness has been received, one of the Assistant Heads will observe the pupil, carry out any necessary testing and advise the teachers on possible strategies and approaches. Other interventions may be suggested. After information has been collected the pupil may be identified as requiring SEND support. A meeting with parents will be arranged and a learning passport introduced.



Raising Awareness

If a teacher feels that a child is in need of support over and above what is being provided in the classroom, they will complete a raising awareness form to give to the Assistant Heads for Inclusion. Parents and carers can highlight concerns by emailing sen@thewoodsideacademy.org.uk

Identifying and Supporting SEND pupils at THE WOODSIDE ACADEMY

Referral to Outside Agencies

If a pupil is still not making progress a referral to an outside agency for advice might be appropriate. Strategies and advice given will be implemented by the class teacher and reviewed as part of the assess, plan, do, review cycle.



Further Specialist Support

For those pupils who have severe and complex long term needs evidence may be collected to apply for an Education Health and Care assessment of needs.





How we meet the needs of children with SEND

- Quality first teaching.
- Differentiated targets levels
- 1:1 Teacher / TA support
- Small group support
- Small group and individual interventions
- Precision teaching
- Training staff
- Explorer Zone
- Oracy
- School Mentor
- External Agencies

Arrangements to monitor and evaluate effective SEND provision

The support given to pupils with SEND is set out in the school's Provision Map. This is reviewed on an on-going basis and is a 4 stage process (as specified in the Code of Practice): Assess, Plan, Do and Review.

Assess—This involves taking into consideration all the information from discussions from parents/carers, the child, the class teacher and any assessments.

Plan— This stage identifies the barriers of learning, the intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEND support plan (student passport) and will form the basis for regular formal and informal reviews.

Do— This stage involves providing the support (extra assistance for learning or learning aids) as set out in the support plan.

Review— This stage involves measuring the impact of the support provided and considering whether changes need to be made. This may involve staff, parents and pupils.





How needs and appropriate actions are recorded

Every pupil with SEND will have an individual SEND learning passport tailored to their particular needs. This will include the pupil's strengths and difficulties and will identify ways that the pupil can be supported both at school and at home. We feel that parents know their children best and we encourage them to come in and work in partnership with us to provide the best support for their children. The passport will therefore be developed in partnership with the teachers, parents and the pupils themselves as we believe that their voice is paramount. The majority of learners will have their needs met in this way, however, some may require further assessments to determine whether it is necessary for the local authority to make provisions in accordance with an Education Health Care Plan (EHP), formerly known as a Statement of Special Educational Needs.

How we support our pupil's during transitions to other year groups or schools

We understand that any kind of change can be unsettling, particularly for young children. This can take place for example, when pupils move between year groups, transfer to High School, transfer to another school, arrive mid-year or arrive from Nursery. Our primary concern is to ensure a smooth transition and to minimise any disruption to the pupil. At such times, we are in constant communication with the relevant staff, schools and agencies, so that every child's needs have been carefully considered and the relevant information shared.

How we include all SEND children to take part in all school activities

As fully inclusive Academies, we at the Synaptic Trust expect all our pupils to participate in every aspect of school life in order for them to access the curriculum. To ensure this, all necessary provisions will be put into place to fully support every pupil's individual needs. The Woodside Academy was recognised for our inclusive ethos when we were awarded the Inclusion Quality Mark.





Additional Support and Resources that we use:

- Visual Impairment Service
- Speech and Language Therapy
- Educational Psychologist
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Hearing Impairment Service
- YARC and PHAB assessment tools
- Salford Reading Test
- Dyslexia/dyscalculia screener
- Boxall profile
- Drawing and talking therapy
- Booster groups
- Behaviour mentor and family support
- Adult reading support
- Fine motor / handwriting group
- Read Write Inc
- Catch up maths
- Precision teaching
- Reading champions
- Oracy programme
- Nurture group
- Caring Café – (lunchtime support)
- Explorer zone
- 5 minute boxes
- Circle of friends
- Social skills groups

Who to contact if you have any concerns or questions

Should you have any concerns regarding your child, you should first contact your child's class teacher (if appropriate), alternatively, our inclusion team is always happy to help you. The inclusion team consists of:

Helen Robinson
Assistant Head
for Inclusion

Jo Lillo
Assistant Head
for Inclusion

Angela Barakeh
Behaviour mentor
and family support

Sarah Timms
KS2 Explorer Zone
Lead

Nikki Georgiades
KS1 Explorer Zone
Lead

