

## Woodside Special Educational Needs Report

Woodside Primary Academy will provide information about:	Our setting will:
Identifying the particular special educational needs of a child or young person	<ul style="list-style-type: none"> <li>● Thorough and individualised assessment of children, including: observation, class-based assessment, diagnostic assessment</li> <li>● Communicate and consult effectively with all stakeholders, including: Pupil Progress Meetings, Parent’s meetings, target setting with children, Individual Provision Map meetings, involvement of outside agencies</li> <li>● Constant monitoring review of progress interventions through differentiated activities</li> </ul>
Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs	<p>We offer:</p> <ul style="list-style-type: none"> <li>● ‘Open-door’ policy with class teacher/ SENDCo / Pastoral Care Team</li> <li>● Individual Provision Map (IPM), parents consultations for children identified as having a SEN; we work closely with parents to obtain their views and help shape provision for children</li> <li>● Relevant information about how parents can support their child at home</li> <li>● Woodside Team Around the Child Meeting – all professionals and stakeholders come together to celebrate the successes of the child / to set new targets</li> <li>● Annual reports to parents</li> </ul>
Securing the services, provision and equipment required by children and young people with special educational needs;	<ul style="list-style-type: none"> <li>● Regularly review provision to ensure high quality teaching in class, appropriate interventions and access to external agencies (e.g. Educational Psychologist, Occupational Therapy Services, Speech and Language Therapist)</li> <li>● Advice sought for environmental adaptations e.g. displays, sensory stimulation</li> <li>● Requirements of DDA met e.g. adaptations for physical needs</li> </ul>
Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood;	<p>We offer individualised interventions for children who need additional support for transition</p> <ul style="list-style-type: none"> <li>● We liaise with local Secondary schools and offer additional meetings, visits and preparation for children who find transition more difficult</li> <li>● Our children take part in transition visits, with additional support as necessary</li> <li>● Through discussions with the children and parents, we identify short/medium/long term desired outcomes and consider their long term aspirations</li> <li>● We incorporate the teaching of basic key skills necessary for a successful educational career and future adult life</li> </ul>
How facilities that are available can be accessed by children and young people with special educational needs;	<p>We meet the requirements of the Equality Act</p> <ul style="list-style-type: none"> <li>● Resources and teaching are differentiated according to the child’s individual needs</li> <li>● We access support from outside agencies, such as CAMHS, Educational Psychologist, Social Inclusion Team</li> <li>● Our SENCO works closely with parents and other staff to ensure that need are met – we have a holistic approach</li> <li>● Appropriate members of staff regularly take part in training and disseminate this as required</li> </ul>
The school’s approach to teaching/ learning and development of children and young people with special educational needs;	<p>Children with SEN are inclusively educated within an age appropriate classroom with their peers most of the time</p> <ul style="list-style-type: none"> <li>● Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives</li> <li>● The classroom environment support children’s independence</li> <li>● If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided at a time to</li> </ul>

	<ul style="list-style-type: none"> <li>● Support is personalised and targeted</li> <li>● Adults working with a child with SEN communicate regularly to ensure a consistent approach to teaching and learning</li> </ul>
How the school adapt the curriculum/provision and additional learning support available to children and young people with special educational needs;	<ul style="list-style-type: none"> <li>● Class work is differentiated in small groups and individually when required</li> <li>● Additional teachers / adults within a year group support pupils to work towards individual targets</li> <li>● Provision, targets and outcomes are discussed regularly and reviewed</li> </ul>
The additional learning support available to children and young people with special educational needs;	<ul style="list-style-type: none"> <li>● Differentiated resources to support children with SEN's independence</li> <li>● Support from outside agencies when necessary</li> <li>● Access to evidence based SEN interventions in very small groups or 1-1</li> <li>● Specialist staff in school: SENCo, Autism Resource Provision staff, SEN LSAs, Learning Mentors, Nurture LSAs</li> </ul>
How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;	<p>We use appropriate, intervention-specific assessment tools when children have taken part in an evidence-based intervention</p> <ul style="list-style-type: none"> <li>● NC assessment levels are tracked each term</li> <li>● We hold Pupil Progress Meetings during which we review the progress of children with SEN</li> <li>● Woodside Team Around the Child meetings are held with staff and parents, we work closely with parents to obtain their views and help shape provision for children</li> <li>● SEN intervention staff review progress with children and seek their views</li> </ul>
How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;	<ul style="list-style-type: none"> <li>● The SENCo and/or other member of the SLT hold termly Learning Walks/Observations to review effectiveness of provision</li> <li>● Parents' and Pupils' views are sought verbally and through surveys</li> <li>● We hold multi-agency meetings as required</li> <li>● Progress is reviewed with pupils, parents and relevant staff through, for example, Parent Consultation Meetings and Pupil Progress Meetings</li> </ul>
What support is available for children and young people with special educational needs;	<p>SEN LSAs – classroom based and specialist to work on specific learning/social development interventions</p> <ul style="list-style-type: none"> <li>● Adapted resources e.g. practical resources, displays, table top reminders, visual timetables</li> <li>● Support from Outside Agencies (direct working and advice for staff)</li> <li>● Peer support</li> <li>● Support for parents with SENCO as needed</li> <li>● Personalised support, based on Individual Targets</li> </ul>
How expertise in supporting children and young people with special educational needs is secured for teaching staff and others working with those children and young people;	<p>Regular training, which is disseminated amongst staff</p> <ul style="list-style-type: none"> <li>● Support from Outside Agencies to deliver whole staff training e.g. Autism, training from specialist teachers at Whitefield Academy Trust</li> <li>● Regular LSA meetings and training sessions</li> <li>● Liaison with SENCo, Autism Resource Provision staff specialist LSAs</li> <li>● Specific training to meet specific needs is obtained and is also part of the school's anticipatory duty towards meeting the needs of every child</li> </ul>
How the emotional and social development of children and young people with special educational needs will be supported and improved.	<p>Specific interventions, such as Art Therapy</p> <ul style="list-style-type: none"> <li>● SENCo facilitates communication to ensure all those working with the child, including the child themselves and the family, are aware of the support being implemented</li> <li>● Children are educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration</li> <li>● SENCo/Autism Resource Provision Managers/Pastoral Care Team are available at the start and end of a day for parents/carers to respond to queries</li> </ul>