



Woodlands Co-operative Academy

Special Educational Needs (SEN) Information Report

July 2017

This annual written report required by the government outlines what Woodlands Primary Academy has achieved in the academic year 2016-2017 in regards to Special Educational Needs provision across the school.

Glossary of terms that you may come across in this report

- SENCO is the special educational needs co-ordinator in the academy.
- The SEN register is simply a list of the pupils who have special educational needs and disabilities so that the academy can monitor the provision being put in place for the pupils. Pupils can come on and off the register at any time.
- Education Health Care Plans or EHCPs (used to be known as Statements of special educational need) are for children and young people aged up to 25 who need more support than is available through special educational needs support normally provided in school. They identify educational, health and social needs and set out the additional support to meet those needs. There is a process involved in requesting an EHCP assessment that may include getting assessment reports from school, parents, the pupil, educational psychologist and medical people. There is an annual review of an EHCP.
- Quality First Teaching is the notion that high quality teaching in lessons will meet almost all pupils' needs well because teachers will tailor the teaching to different pupils' needs.
- Differentiation is part of quality first teaching and means that pupils may be given different tasks or goals to others, have them presented in different ways or have more adult support in the lesson.
- Interventions are focused teaching programmes designed to enhance a pupil's knowledge, understanding or skills. They can take place within a lesson or outside of the lesson. They can be for one pupil or for a group of pupils. They run for a set period when it is anticipated the pupil will have accelerated their learning. They can be run by teachers or teaching assistants. They can cover any aspect of learning but are often to do with enhancing literacy and numeracy skills.
- Individual Education Plan (sometimes called a pupil profile or something similar) is a plan for a SEN pupil's learning that supplements what the teacher has planned in lessons. They most often are compiled by the SENCO and given to teachers to inform them about the pupil's needs, the objectives being set and how best to meet these. They are reviewed regularly.
- A Provision Map is a list, most often kept by the SENCO, of all the interventions and other services used by the academy to meet the needs of pupils with SEN. It is an at-a-glance tool for the SENCO to use when checking what the academy has provided for the pupil.
- B Squared is an assessment system based on the current 2014 National Curriculum broken down into smaller steps which makes it more accessible for children with additional needs.

1. What kinds of special educational needs do we provide for in our school?

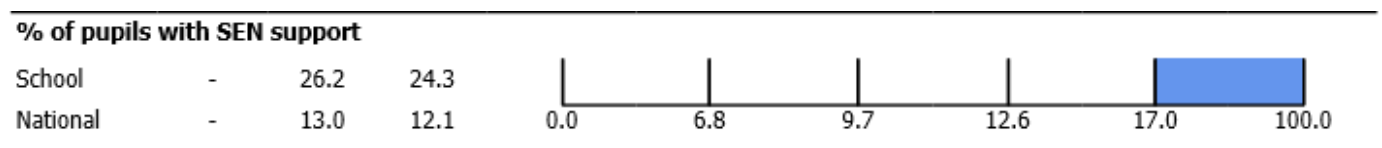
Woodlands Co-operative Academy believe strongly that all children, whatever their background or ability should receive an excellent education so that they make the progress of which they are capable. We believe strongly that our culture, policies and practices should be inclusive so that all children, whatever their needs and starting points, thrive and do well. In school, we cater for children across the entire SEN (Special Educational Needs) spectrum. This includes children with cognition and learning difficulties that include specific difficulties such as autistic spectrum disorders, communication and Interaction difficulties, Speech, Language and Communication needs, Sensory

and Physical Disabilities including hearing, visual and medical impairments and Behavioural Emotional and Social Difficulties.

In school we have an SEN register. This is a running record kept in school by our SENCo which highlights individual children and their specific learning needs. (See example below).

Surname	Forename	Date of birth	Year ?	Class	Visual Impairment
Surname	Forename	Date of birth	Year ?	Class	Speech, Language or Communication Need
Surname	Forename	Date of birth	Year ?	Class	Social, Emotional and Mental Health

Our current SEN register has 89 children on it from across the school, which when compared against national puts us in the highest percentile in terms of how many children we have with SEN. Our Raise Online Report outlines this below.



Most of children on our SEN register have needs which link to having difficulties in communication and interaction, with over 50% of our children on our SEN register receiving support from our internal Speech and Language Therapist, an additional service than that provided via the NHS (National Health System) that we have invested in over the past 3 years as a response to this high need.

To help share the overview and diversity of need in school, we use a provision map.

Area of Need	Name of Child	Provision/Resource/Extra	Cost in time (per w)	Progress monitoring/ Staff	B Squared			
Year Grt Speech and Language		1:1, Specific Speech & Language IEP	X3 per week, 30mins	Monitor against IEP targets: Tript G, Lynsey P and Rachel D		104	17	103
Year 1		Vocabulary group			Started Spring B	NA	NA	NA
						73	2	83
						104	6	86
						102	3	103

This outlines the range and level of support for individual children or groups of children with similar needs. On the map, it states which children are involved in a group, what the focus of need is, who the intervention is run by, how often and on what days/times.

2. How do we know if your child needs extra help?

We identify children's needs from regular examination of attainment and assessment data, from feedback from teachers and parents, via referrals from working with a wide range of professionals and through our fortnightly learning forum, a lunch time based meeting where staff can come to speak with our SENCo, Head of School and English and Maths leaders. We have also newly introduced Pastoral Case Review, another fortnightly meeting with our SENCo, Head of School, attendance officer and Pastoral Team where we can discuss any children who may need extra support.

We have a range of professionals within school who share their expertise in identifying children with SEN. This includes the Executive Head, Head of School, Assistant Head, Special Educational Needs Coordinator (SENCo), Behaviour Support Manager and key members of our Pastoral and teaching team.

3. Who you speak to at the academy if you think your child might have special educational needs

On our website, you will find a staff listing. On here is information about our SENCo, Miss Afshar. If you think that your child might have special educational needs, you can contact her on **0113 2407382** or call in to see her. She teaches most of the week, so if you cannot speak to her straight away she will happily make an appointment with you to speak to you about your child, or you could even email her directly at kafshar@woodlands.coop and she will be in touch with you as soon as possible.

4. How we consult with young people with special educational needs and involve them in their education

The academy strives to take on board the views of children. If a child has an EHCP (educational health care plan) or FFI (funding for inclusion) review meeting, they are at the centre of the discussion and, if age appropriate, attend the meeting with their parents. The child's thoughts and views are at the forefront of any discussions and decisions made based on their provision and progress. The children are regularly asked about their learning over an academic term. This gives them the chance to express their thoughts and opinions of the last half term, and supports them in reflecting on what is working for them and could be improved. Below are some of the answers from our last audit in the Summer term.

Question 1: Do you understand what you have to do in this lesson?

Answer: Yes, I use my start and finish box if I forget

Question 2: Do you get chance to reflect on your learning each day?

Answer: Sometimes but not always

Question 3: Do you have individual time with a member of staff?

Answer: Yes if I need it

As a result of these answers, we decided to re-word some of the questions for a clearer response. Some of these changes are as below and show that the different style of questions allows children to answer more clearly and freely. This improved style of questioning also gave a better picture of the current reality of what our children with SEN think and feel about their learning and has allowed us to improve our provision across the school.

Q1. Tell me one thing that you learnt during this lesson.

Q2. How do you know if you've been successful in the lesson?

5. How we help you to support your children's learning

The Academy strives to support young children and their families as much as possible. There are a number of staff available in school to help parents and carers complete paperwork and forms destined to acquire support. If you have any questions or queries about a form that you are submitting, or if you generally want more information and advice on something, you can access this through particular professionals that work in school by phoning us on **0113 240 7382**. There are also a variety of parent workshops available throughout the day. These now include our new and

improved ESOL sessions (English lessons) and a nail art course, and as a continuation of their successes during 2016, we will be continuing our offer of computing courses, sewing and hair and beauty sessions, which many parents say they enjoyed and found useful.

6. How we know what progress your children are making and how we keep you and them informed

If a child is assessed as having an SEN, then the parents are invited in for a discussion on how the school and they can work together with the child's best interests as the focal point. These meetings are also important for discussing whether or not a child's needs are being met, and what next steps need to be taken to ensure progress is being made. All parents of children on an Individual Education or Behaviour Plan receive a copy of the plan which includes advice on how the child can be supported to achieve their targets, targets which are to be met over the period of time stated on the plan and strategies to use in order for the child to be successful in achieving the targets set. In addition, the school operates an intervention timetable, including one to one and group support. Parents are able to discuss with the child's teacher and the child themselves how this support is going and any support that can be provided at home.

All children at Woodlands Academy are assessed on a daily basis through on going teacher assessments. Children also take part in termly test assessments to track how well they have retained what they have learnt over the term. The school also holds 2 parents' evenings a year at key points. This allows parents and teachers to communicate effectively about how well their child is progressing. This also gives the opportunity for parents to have a look at their child's exercise books, and enables teachers and parents to work together in pin pointing next steps for the child. Children at Woodlands also receive an end of year report outlining their progress and attainment across all subjects, and take part in an evaluation day at the beginning of each half term. This enables them to reflect on the previous half term and set goals for the new half term so that they know what next steps they need to take to be successful in their learning.

Below is an example of one aspect of our July 2017 reports which all children at Woodlands receive;

CORE SUBJECTS	Attainment	Progress	Effort
Reading	At	Expected	Excellent
Writing	At	Expected	Very good
Maths	At	Expected	Very good
Science	At	Expected	Very good
Phonics score	38 out of 40 (National average score 32 out of 40)		

Parents and carers receive one copy of the report and the child's future teacher also receives a copy in preparation for the new academic year. This allows parents/carers and schools to track the progress made each year by each individual child, and generates next steps for children to make in order to be successful in the next year.

If a child has an EHCP, this will need reviewing yearly. The academy's SENCo will host and lead this review in school, inviting the child, parents/carers and any external professionals deemed

necessary to attend the review. The child's objectives will be discussed, and new targets/continuations of targets will be redrafted into the EHCP with the child at the heart of the discussion.

Academic Year 2014- 2015: Number of children with an EHCP: **2**

Academic Year 2015- 2016: Number of children with an EHCP: **3 with 2 new approved applications**

Academic Year 2016- 2017: Number of children with an EHCP: **3 with 4 new requests made**

The increase in numbers of children with EHCP's in our school shows that our identification process has improved since last year, with 4 new applications over the year. In addition to this, one child at Woodlands who currently has an EHCP has begun a successful transition programme to a specialist school at the request of the parent, where this child will successfully engage with an environment specifically equipped for his individual needs in order for him to learn and progress.

7. How we have supported young people with SEN and adapted teaching to best support them

Our first priority in ensuring that children with SEN are supported is through the delivery of Quality First Teaching (QTF) by the class teacher. This involves providing a differentiated curriculum with personalised resources tailored to an individual child where required. This also means that children have goals that are personalised to their own ability and allows for children to have additional time to work on an objective through adapted teaching and in an intervention group lead by a teaching assistant if it is felt that more time is needed.

Our academy also holds an SEN budget which is utilised in a number of ways. A proportion of this is used on staffing to support students with SEN. Additional resources are purchased through the SEN budget which includes specialised reading material and programmes. Some of this also allows key members of staff to go on the relevant training that they need to ensure they are providing maximum support for certain children with specific needs. Most recently, we were able to use some of our budget to send teachers on a Down's Syndrome Awareness day. We have also hosted specialist training delivered in school across the Early Years Foundation Stage by external agencies around Autism Awareness and in addition to this have invested in a bespoke assessment system designed to track the small steps of progress made by many of our children with SEN, called B Squared.

We also ensure students with a high level of Funding For Inclusion (FFI) receive additional support in the nurture/foundation learning groups; Speech and Language Therapist input and/or focused intensive interaction with a member from the Complex Needs Team (CNT). We also pride ourselves on being flexible with our staff, so where we can, we place additional support staff in classes where children need extra support, taking their needs into account in every instance.

Teachers and teaching assistants receive regular in-service training, which includes effective teaching and learning strategies related to the teaching of children with SEND. This can include specific need type focuses such as visual impairment support and targeted strategies to be used daily.

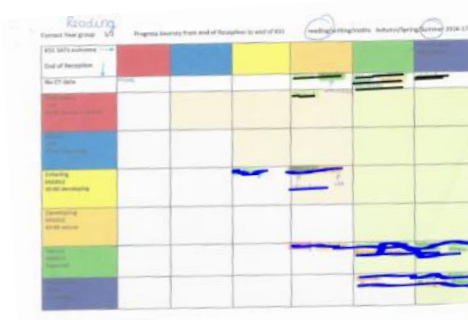
As previously mentioned earlier, our provision map also states if the child uses the B Squared assessment tool. Below is how we record daily small steps towards achieving an objective. | = Beginning, || = Developing, ||| = secured (a date must be given). This booklet is then collected in termly and progress is measured as a percentage of how many objectives are secured at a termly

checkpoint.

Primary Academy		Started 16 Completed 21
		Home Language
Listening and responding		
<input type="checkbox"/> Identifies common sounds where source cannot be seen <input type="checkbox"/> Answers the phone <input type="checkbox"/> Discusses an idea with a partner 26/11 <input type="checkbox"/> Discusses ownership <input type="checkbox"/> Able to discuss progress <input type="checkbox"/> Responds to adult questions <input type="checkbox"/> Plays "Simon Says" <input type="checkbox"/> Offers comments without changing subject <input checked="" type="checkbox"/> Knows when to be quiet 30/19 <input checked="" type="checkbox"/> Listens for up to 5 minutes 16/10 <input type="checkbox"/> Takes object to person instructed <input type="checkbox"/> Follows 2 unrelated instructions <input type="checkbox"/> When asked 'why?' is able to give a reason <p style="margin-left: 20px;">↓ is not strong at this</p>	<input type="checkbox"/> Responds to "who would like..." <input type="checkbox"/> Gives a simple response to "can you..." <input type="checkbox"/> Responds appropriately to "how do you..." <input type="checkbox"/> Has a 2 way conversation with an adult <input type="checkbox"/> Asks the meaning of unfamiliar words <input checked="" type="checkbox"/> Echoes unfamiliar words 16/10 <input type="checkbox"/> Joins in familiar rhymes and songs <input checked="" type="checkbox"/> Listens to stories 26/11 <input type="checkbox"/> Requests a favourite story	<div style="text-align: right;">SEP</div> <input checked="" type="checkbox"/> Can state what you should do to show good listening (e.g. look at the speaker) <input type="checkbox"/> Challenges another's ideas <input type="checkbox"/> Demonstrates some appropriate posture/body language when listening <input type="checkbox"/> Tries to give a reason for their opinion <input type="checkbox"/> Shows enjoyment when listening to story <input checked="" type="checkbox"/> Answers a direct question <input type="checkbox"/> Uses information they have heard to help them carry out a simple task <input type="checkbox"/> Questions the speaker to gain more understanding <input type="checkbox"/> Quietly considers what might happen on hearing information
Group discussion and interaction		Drama
<input type="checkbox"/> Listens to peers input in group <input type="checkbox"/> Opens and talks in staff led group		<input type="checkbox"/> Acts out what is said <input type="checkbox"/> Discusses roles in role play
$\frac{6}{35} = 17.4\%$ summer 8 15.6.17		

Summative assessment (usually in the form of a test at the end of a longer period of time) is also recorded on the map and tracks the progress made through the termly assessments using a colour-coded system for reading, writing and maths.

- Red – Well Below**
- Blue – Below**
- Yellow - Entering Developing – Orange**
- Secure – Green**
- Mastering – Purple**



8. How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

Our starting point when planning teaching is through assessing the children through a variety of ways to find out where they currently are. Main class lessons are differentiated and this is linked carefully by teachers to assessments which are carried out for all children. Each child will have the curriculum differentiated to their level of need, and through careful teaching, children are expected

to make at least good progress. In addition, children with SEND may have more focused support within class by a member of support staff or the teacher, and will also have additional intervention either within a small group or 1:1. We have a wide range of provision linked to learning, emotional and behavioural need, fine and gross motor development, and speech and language development. Intervention groups are our most frequently used strategy to support children with these needs, however we also use pre-teaching methods to give children a head start before a lesson, and post teaching to consolidate and deepen learning after the main session has taken place which is usually lead by a teaching assistant. The children really enjoy these sessions, with a child most recently stating that “the group really helped me learn”.

The education programmes for children are started in the first instance on the provision map which maps out the needs of children and how we will go about addressing these needs. Provision is also planned on a year group level and this leads to all children who require intervention receiving interventions which are planned by class teachers and overseen by our SENCo in addition to main class teaching. The inclusion of children in main class teaching and the progress children make is monitored closely by the Executive Head, Head of School, Assistant Head and SENCo. We look closely at what progress is being made, what impact the provision map is having on progress of the children involved and whether or not the provision in place is appropriate or not. This helps to build up an action plan for the year which also includes checking on what is working well, so that we can incorporate existing strengths into future practice.

In terms of interventions, we have a range of staff employed in working with children – this ranges from Special Needs Assistants through support staff, behaviour support manager, Higher Level Teaching Assistants and Teachers.

During testing periods, access arrangements can be made to ensure that every child can access an assessment. During our latest SATS period, 1 Braille SATS paper was used for our visually impaired child in KS1, which was the first time a child had ever needed to use one.

9. How are staff in the academy supported to work with young people with special educational needs and what training do they receive?

Our SENCo is a qualified teacher with QTS (qualified teacher status) and has completed The National SENCo Award at master’s degree level. She works closely with professionals from the local authority including the Educational Psychologist and SEN Officer, and attends various training courses. Our SENCo also liaises with the speech and language therapist who works in our school 4 days a week.

Teachers and teaching assistants receive regular in-service training, which includes effective teaching and learning strategies related to the teaching of children with SEND. Training sessions include a whole range of information with guidance and support for teachers which include identifying children with additional needs, how to refer a child with additional needs and what day to day practice can be used in the classroom to better support learners with additional needs.

Where more specialist training is needed – for example in the teaching of children on the autistic spectrum – our teachers and teaching assistants attend courses run by the Local Authority. We also offer in school training from our speech and language therapist, who then demonstrates a session to a member of staff.

When possible, for teachers and teaching assistants, external agencies who come in to support individual children are also asked to upskill school staff who will work with the child to ensure the

best possible learning. Where more specialist training is needed – for example in the teaching of children on the autistic spectrum or with visual impairments – our teachers and teaching assistants attend courses run by the Local Authority.

When possible, for teachers and teaching assistants external agencies such as STARS who come in to support individual children and are also available to upskill those school staff who will work with the child to ensure the best possible learning. An example of what training staff in our school accessed in the academic year 2016/2017 is below.

Staff role	Training accessed
2 x TA	Early Years Autism Training – STARS – Rothwell children’s centre
EYFS staff	Early Years Autism Training – STARS – Tier 1
1 x T 1 x TA	Speech, language and communication – Selective Mutism Training
1 x T	Down’s Syndrome introduction
1 x T	Introduction to Visual impairment
1 x T	The tactile learner in your classroom
1 x T	Consultation with Eric Craven
1 x All T	INSET delivered by Eric Craven – Our SEN children
SENCo	EYFFI training – Leeds City Council (LCC) – Adam’s court
SENCo	SEN conference –Headingley Experience LCC
SENCo	Co-operative SEND conference – Angel Square - Manchester
2 x Y6 Teachers	SATS preparation – inc access arrangements
2 x Y2 Teachers	SATS preparation – inc access arrangements
Open to all staff	Chatterbugs – Who we are, what we do – Tript Gill -SALT
Teaching staff	Maths with SEN – Tutor group
TA	Mellow Nest – SEMH - Introduction
TA	Mellow Nest - Trauma/ Early life
T	Mellow Nest – SEMH - Trauma/Early Life

We also work closely within our own cluster (other primary schools and secondary schools within our area) through training events, strategy meetings and planning meetings with other SENCo’s across the trust. The Co-operative Academies strive to ensure a strong support unit is in place for members of staff to ensure that they are supporting children with SEN appropriately and effectively. This means that we do not work solely as one school. We work as a team within our area to provide the best support for our children.

10. When we have needed expert advice and support how have we secured that and what services have they provided?

If a concern is raised over a child, the SENCo is immediately informed with as much detail as possible. This usually happens through our Learning Forum session which takes place weekly. During this session, the Head, SENCo and Extended Services manager discuss what factors may be impacting the child in order for them to not be making progress. Our family support worker also attends this session, and gives input into any social and emotional factors which may be causing a barrier to learning. A decision is then made as to what pathway is most suitable for the child. Referrals to professionals are usually made by our SENCo, however teachers, fellow leaders and parents may refer children to one of the many external agencies that we regularly use if necessary. If you would like more information on how to do this, please contact our SENCo on [0113 240 7382](tel:01132407382).

These agencies include SENSAP (Special educational needs services), SENIT (Special educational needs inclusion team), CAMHS (child and adolescent mental health services), STARs (specialist teachers in autism), SaLTs (Speech and language therapists), DAHIT (teachers of the deaf), social services, guidance and support cluster team, access arrangements assessors and Leeds SEND information advice support service. We pride ourselves on the well-established relationship that we have with each of the agencies mentioned above, and are committed to continuing to work closely with them and maintain the positive outcomes which result from our partnership.

11. How we check how well we are doing in meeting the needs of students with SEND

All children at Woodlands are tracked through on going assessments which their class teachers carry out daily. The children are also assessed termly through test style assessments (mentioned above) which allows teachers to pin point where areas of need are for individual children. Books and planning is monitored where necessary and personalisation of tasks and activities is measured against the provision map (mentioned above) to ensure areas of need are covered regularly and to show impact of interventions. If a child appears to still be struggling, our SENCo supports class teachers in developing the approaches used in class to ensure maximum impact. Teachers also use the B Squared assessment tool (mentioned above) which breaks down current National Curriculum objectives into smaller, more manageable and measurable steps. Interventions are also monitored, so that we can be sure that they are having an impact. We adjust interventions regularly based on need, and select suitable TA's and HLTA's to run the interventions. Feedback is also given for staff with targets for improvements to ensure that our interventions run as successfully as possible.

12. How we ensure that your children are included in activities outside the classroom, including physical activities and academy trips

During the Academic year 2016-2017, all children regardless of their SEN status attended all planned for school trips/visits. This is down to the fact that we are a fully inclusive school, and expect all our children to have access to the broad and full curriculum. This is enabled through the strategic use of teaching assistants to support individual children who may require additional support in accessing curriculum during the day; in PE; at playtime and out of school hours. Where appropriate, parents are invited to discuss with the SENCo how this may be facilitated. Where needed, risk assessments are carried out to ensure that the child's safety has been taken into account before any activity is to take place. This is very important on school trips and outside of the classroom where risks are different to those inside the classroom.

At Woodlands, we are dedicated to ensuring that we use our staffing as effectively as we can. If needed, extra support and supervision can be arranged to enable children with SEND to take full part in an activity/task. This approach is used within the classroom, outside of the classroom on school trips, residential and any learning opportunity including swimming. We are also determined to continue to provide experiences for our children to visit a range of educationally rich school outings. Many of these link to school topics, and provide excellent platforms for children to engage with their own learning. Some of the places that we have visited most recently include Pizza Express, Harewood House and Yorkshire Wildlife Park.

13. How we provide for your children's overall wellbeing

In our most recent OFSTED report, which we still strongly believe, it was noted that *"The academy's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep safe and are confident that teachers and other adults in the academy quickly and effectively deal with any issues."* Ofsted 2014

All staff at Woodlands Co-operative Academy strive for children's well-being. There are clear procedures that we follow in order for children to feel safe and all staff are able to support these children and seek help from the SENCo/Senior Leadership team when needed. The academy community is aware of the academy's behaviour policy and systems. Our aim is to provide our children with accurate and relevant knowledge; for them to turn that knowledge into personal understanding. Pupils are able to explore, clarify and where appropriate, challenge their own and others' values, attitudes, beliefs, rights and responsibilities. The skills and strategies needed for our pupils to live healthy, safe, fulfilling, responsible and balanced lives are taught in every year group. We value the development of pupils' social, moral, spiritual and cultural (SMSC) understanding. These play a significant part, not only in a pupil's ability to learn and achieve, but in the ability to access and contribute to the world in which we live. Children take part in pupil interviews which enable them to reflect on how they are feeling at that moment in time. This allows teachers in particular to think about what to work on during PHSCE sessions and circle times to support the children.

The school has access to the School Nurse and any child can be referred if there is a concern. The school nurse works closely with specific year groups for example in reception and year 1, where they monitor significant developmental stages linked to children's height, weight, sight and hearing. We also have several staff in school who are first aid trained. We also have staff members who are trained to carry out medical duties to meet the needs of individual children (for example those who have diabetes or need an epi-pen) and for each of these children there is a health care plan in place which is written with the parents and, if appropriate, the child. This training, and the plans, are always developed with the relevant health care professional and we work closely with these health care professionals to ensure a child's needs are met and that they are able to access all areas of school life. We work with other medical professionals involved with the care of individual pupils and carry out programmes in school as directed by them, such as physiotherapists.

In our staffroom, we have a medical board which outlines the medical needs of children within each year group. Each classroom is equipped with a medical box which holds individual children's medical prescriptions including inhalers. Other medicines including tablets are kept in our extended services manager's office, and she will administer any medication outlined in the child's care plan with the consent from parents. In terms of a medical emergency, the office staff and senior leadership team work together to ensure the child is as safe as possible and clear on procedures to follow.

Where appropriate, risk assessments are carried out to ensure that all staff are aware of potential risk factors, with extra detail and advice on procedures to carry out where needed. We overall aim to ensure that our school is a safe place for all children.

Most recently, our SENCO has sought advice from Mellow Nest, a child psychology, team who support children with Social, Emotional and Mental health Difficulties (SEMHD). Under the direction of the Head teacher, the team have created a bespoke plan to support the children, staff and school in a movement towards better provision for children with SEMHD. This is delivered in the form of regular training, 1:1 work with the team, classwork with the team and a nurturing and supportive plan for children who are going through difficult times.

14. How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

Our school building is fully wheelchair accessible and is on one level with designated disabled parking spaces that allow extra room when leaving or entering a vehicle parked in it. There are accessible changing and toilet facilities in the main entrance hall and all buttons and buzzers are positioned carefully so that they can be reached by wheelchair users. Our KS2 playground is on a lower level to the rest of our school, and this is accessible by steps or a ramp which run alongside the grounds. Many of our displays are all readable from different heights and our policies are available on the school's website and in school where the font can be enlarged/shrunk dependent on need. We have recently invested in a range of braille story books and activity books for our visually impaired children, and translate key information to parents and carers into different languages where needed due to our high range of EAL children. In our academy, we have dedicated staff who can speak a range of languages including Czech, Italian and Spanish. This enables us to communicate effectively with the 30 languages of parents and children who attend our academy. We also have language line, a system where staff can connect with parents no matter what language, with an interpreter at the ready to translate. This system also supports us in writing letters in the correct language, with careful consideration for tense and accuracy in grammar. We often use symbols, pictures and sign graphics to support children's access to resources and have classroom furniture including different heights of chairs to allow children to sit comfortably.

15. What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

As we follow the Leeds Local Authority policy, which can be found at <http://www.leeds.gov.uk/residents/pages/admissions.aspx>, children with an education, health and care plan will be admitted to the school if we are named on their plan. We give priority to pupils without an EHC plan but who have Special Educational Needs, or with exceptional medical or mobility needs, that can only be met at our school. A transition plan can be made available as part of our arrangements for new pupils with SEND to be admitted into our academy. If a child is transferring from another UK school, we will communicate through emails and telephone calls and exchange files via post to ease the move. Opportunities for pre visits are available, where parents and children may visit the school to become familiar with staff and the setting prior to joining fully. For our pupils who are nearing the end of their time in Year 6, we meet with the secondary schools that our children with SEND are transferring to and begin the process of transition. This year we also have access to specific transition summer school days led by our speech and language provider, Chatterbugs as we have identified 3 pupils who will benefit from this offer and intend to carry this out in future year for others who will benefit from this programme. This has enabled selected children to become familiar with what to expect from their new school, and also gives them chance to meet new pupils who will also be attending their new school at the start of the new academic year.

16. Where can you find the academy's SEND policy and who can you contact for further information?

The SEND policy is available on our school's website. You can also come into school and speak with the SENCo for further information or you may call her on 01132407382. If you would like to read any of our other policies, please visit our website. <http://www.woodlands.coop/about/policies>

17. What are our arrangements for handling complaints from parents of children with SEND about our provision?

At Woodlands we have an open door policy. We are a transparent team, who strive for open honesty within school and with our parents and carers. If you are unhappy with anything or would like to query how something has been dealt with in regards to SEN, please call on 01132407382 to speak to or make an appointment with our SENCo, who will happily meet with you to discuss any matters. There is also a complaints policy if you feel that you require this, which can be found on our website <http://www.woodlands.coop> .

Report written by Kally Afshar (Special Educational Needs Coordinator)

Verified by the governing body

Signed:  Asif Ali (Special Educational Needs Governor)