



# Special Educational Needs and Disabilities Information Report

Document Owner:

Special Educational Needs and  
Disabilities Coordinator

Approval Date:

31<sup>st</sup> January 2024

Approved by:

Academy Council

Review Date:

1<sup>st</sup> September 2024

Version:

1



Shaw  
Education  
Trust

# Contents

At Woodhey High School our vision is: .....	3
Special Educational Needs and Disabilities Information Report.....	4
Introduction .....	4
Key Staff .....	4
What kinds of SEND does the school provide for? .....	4
How are students who require extra help identified? .....	5
What should I do if I think my child may have a SEND? .....	5
How will I be kept informed? .....	5
How will the curriculum be matched to my child's needs? .....	5
How will staff support my child? .....	6
How is the decision made about what type of provision and how much support my child will receive? .....	7
How will my child be included in activities outside of the classroom, including physical activities and school trips? .....	7
What support will there be for my child's overall well-being? .....	7
What specialist services and expertise are available at, or accessed by the school?.....	8
What training do staff supporting children with SEND receive? .....	8
How accessible is the school environment? .....	9
How are parents and carers, and young people themselves involved in the school? .....	9



## At Woodhey High School our vision is:

To be a centre of excellence, where students, staff and the community are proud to work together to broaden our horizons, exceed our aspirations and where everyone achieves their full potential.

### **#TeamWoodhey**

---

*At Woodhey High School, we have two key values that drive our actions, our choices, and our decisions.*

---

These are:

#### **Respect**

We treat everyone as we wish to be treated ourselves; we are all part of the same team

#### **Excellence**

We strive to be the best we can be at all times; nothing but the best is good enough for us

---

*Underpinning our values are two clear expectations.*

---

These are:

Respect every member of staff and student in our community, following all instructions without answering back

Being excellent by being prepared for, and completing all work to the best of our ability without distracting others

We are a team made up of our staff, our students, our parents and carers, and our wider community. Our vision, values and expectations apply to all of our community.

Teamwork is the secret that makes common people achieve uncommon results (Ifeyanyi Enoch Onuoha)

### **#TeamWoodhey**



# Special Educational Needs and Disabilities Information Report

## Introduction

All schools and academies are expected to identify and support students with Special Educational Needs and Disabilities (SEND) to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of students with a SEND are met in a mainstream setting.

A child or young person has SEND if they have a learning difficulty or disability which calls for Special Educational Provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning in relation to other students of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## Key Staff

The Special Educational Needs Provision at Woodhey High School is referred to as 'Curriculum Support', or the SEND Team.

The department is temporarily led by the school's Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Carla Fleming. The school is also commissioning further support from Catherine Atherden, through Bury Local Authority.

The department consists of two Assistant SENDCos, Higher Level Teaching Assistants (HLTAs) and a team of experienced Teaching Assistants (TAs).

Contact details for the SEND team are as follows:

Email: [SENDCo@woodhey.set.org](mailto:SENDCo@woodhey.set.org)

Phone: 01706 825 215, option 5.

Queries will always be answered by the most appropriate person, however, this may not always be the SENDCo.

## What kinds of SEND does the school provide for?

At Woodhey, any form of SEND that falls into the definition of Special Educational Provision (below) is provided for. Special Educational Provision is: 'Educational provision that is additional to, or otherwise different from, the educational provision made generally for students of their age.'

The SEND Code of Practice suggests that it is helpful to see students' needs and requirements as falling within the broad areas identified below:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical.

At Woodhey, the graduated approach, as detailed in the SEND Code of Practice is followed to provide for the broad areas identified above. The graduated approach is followed when implementing an Assess, Plan, Do Review cycle model (APDR).



The school also has an on-site Resourced Provision, supporting up to 15 students with an Education, Health and Care Plan (EHCP) for Autistic Spectrum Conditions (ASC) to access a mainstream education with an increased level of support.

### How are students who require extra help identified?

There are a variety of routines into assessment of SEND and these differ from each individual need. The school works very closely with its teaching staff to identify any areas of need and utilises internal and external methods of assessment.

These can be in the form of:

- Reading, spelling and comprehension tests
- Teacher assessments
- Information from other educational institutions (i.e. primary schools)
- Key Stage 2 data
- Dyslexia and Dyscalculia screening
- Specialist SEND teacher assessments
- Educational Psychologist assessments
- Analysis of holistic information, including behaviour and attendance information.

In conjunction with the SEND Code of Practice, we will assess students in the areas of:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

### What should I do if I think my child may have a SEND?

If you have any concerns regarding your child, you are able to contact the SEND Team directly, or any member of your child's Progress Team who will then be able to make a referral to the SEND Team.

### How will I be kept informed?

Progress reports and Attitude to Learning (AtL) grades are available to parents and carers in line with the whole school data reporting calendar, and feedback will be provided at Parents' and Carers' Evenings that are calendared throughout the year.

Parents and carers of children with SEND will be informed of any SEND forums or parent and carer events, such as coffee mornings, which the school will hold. These will offer informal opportunities to discuss specific areas of SEND in more detail and ask questions within an informal environment.

In the event that a child requires additional support, parents or carers will be contacted by the SEND team to discuss the nature of the support. This could result in the child being added to the SEND Register, and a student may receive a Student Page Profile (Pupil Passport), which takes into account the views of the young person and their parent or carer, before being shared with class teachers to assist the support students receive in lessons.

Curriculum Support (CS) staff also encourage close liaison with parents and carers, and CS colleagues are often the best first point of contact to discuss your child and their needs.

### How will the curriculum be matched to my child's needs?

The school offers a varied curriculum that can be adapted to meet the needs of your child. This can be in the form of:



- Additional English and Maths interventions
- Exam Access Arrangements (EAA), which are assessed from Year 7 onwards, through to Year 11 and formal examinations. These are also shared with post-16 providers if required
- Termly National Group Reading Tests (NGRTs) for all students with information sharing with staff to ensure accessibility of the curriculum for all students
- Reading and Lexia intervention
- Phonics intervention
- Sparx Reader assessments and associated tailored reading following this
- Spelling tests for students in Years 7-9 with information sharing to ensure effective support and understanding
- Scaffolded work provided by teaching staff
- Bespoke mentoring provided to support students in accessing the full curriculum
- Bespoke curriculum that may include personalised options in Key Stage 4, for example, through ASDAN qualifications, which provide students with the opportunity to learn new skills, develop confidence and be appropriately prepared for adulthood.

### How will staff support my child?

When a young person is added to the SEND Register, appropriate strategies will be shared with teachers to ensure that needs can be met effectively in the classroom. In some instances, a student may have strategies shared with teachers who require additional support, even though they do not necessarily need adding to the SEND Register.

The SEND Register is reviewed and updated regularly with any additions to the register or change in need.

At Woodhey, we have a clear focus on delivering **quality first teaching** to all students, enabling all students to achieve in the classroom through scaffolding, guidance and support. This means that:

- Resources are adapted to take into account visual and/or hearing impairments, specific learning needs and individual reading ages
- Seating plans are organised carefully to account for individual needs.

Specific strategies are shared by the SENDCo and Assistant SENDCos to assist with the teaching and learning of students with a range of SEND needs, including ASC, Attention Deficit Hyperactivity Disorder (ADHD) and specific learning difficulties. In addition to this, TA support can be provided in lessons where students require additional support.

Additional provision is provided at different times during the school day, or before and after school. These may be presented as timetabled intervention time to develop core subject skills, emotional regulation, EAA, and emotional and behavioural needs.

The SEND team will, where necessary, liaise and work closely with external providers, including Educational Psychology services, Early Break, Speech and Language Therapists (SaLT), physiotherapist, Occupational Therapists (OT), Visual and Hearing Impairment Services, Child and Adolescent Mental Health Services (CAMHS) and outreach services.

EAA's are put in place from identification of need as early as Year 7 and are continued until Year 11 (based on formal external testing). EAA's are organised and put into place, based on individual need.

Teachers and support staff are provided with regular Continuing Professional Development (CPD), email and bulletin updates about students with SEND, and are provided with agreed strategies to best support their learning.





There are regular strategy meetings for each Key Stage, where the SENDCo, HLTAs, attendance and behaviour teams, and Progress Teams meet to share information, agree support actions and share relevant information with other members of the team as required.

### How is the decision made about what type of provision and how much support my child will receive?

Any student with an EHCP will have bespoke support that best meets their needs. The plan is set by the Local Authority with the input of the school, the student and parents and carers. This is then reviewed annually. This type of support varies with each individual. Students that are identified as SEND support (marked as 'K' for 'known' on the register) will receive a graduated approach to their support. This is reviewed at least termly depending on their needs and progress.

Provision reviews are carried out in the first instance by the student and their linked TA (also known as their Key Worker) who will review progress, targets, and impacts of their interventions. This is then reviewed by the SENDCo and Assistant SENDCos who coordinate provisions accordingly.

### How will my child be included in activities outside of the classroom, including physical activities and school trips?

All students with SEND have access to the full school environment, including equal opportunities to any opportunities and activities.

Students with SEND are encouraged to attend additional breakfast, break and lunch clubs, and after school catch up sessions and enrichment clubs. Support is also available from the SEND team at break and lunchtimes. All trips and activities will have a risk assessment carried out and support will be allocated to ensure that they receive a rich and varied curriculum both in and out of the classroom.

### What support will there be for my child's overall well-being?

Woodhey High School offers a range of support and provision, based upon the individual needs of your child, as the well-being of all students is of paramount importance.

The support the school will offer can include, depending on need:

- Meet and greets before school
- Transport escorts to and from transport at school
- SEND team support at break and lunchtime
- Strategy meetings between Progress and SEND Teams
- Duty teams support the well-being of students at break and lunchtimes, with CS staff completing additional duties to provide specific support for SEND students
- Medical register is in operation for all students with medical needs to ensure needs are met
- Additional risk assessments are undertaken as appropriate, taking into account SEND and well-being needs. The Strategic Operations Manager has oversight of all risk assessments in school
- Individual Health Care Plans (IHCPs) are drawn up with the Progress Teams as appropriate, using the support of the Local Authority's School Nursing Team where required. The Deputy Headteacher (Student Experience) works closely with the SENDCo and Progress Teams in this area and has oversight of medical and SEMH needs at school
- First aiders are available throughout the day to support with minor injuries and any emergencies
- Training is provided to staff on specific medical and well-being needs as appropriate throughout the academic year.



### What specialist services and expertise are available at, or accessed by the school?

Students can access health, well-being and support services on the school premises, provided by both school staff and outside agencies, including:

- CAMHS (previously known as Healthy Young Minds)
- Mentoring
- Early Break
- Winston's Wish
- School Nurse
- Educational Psychologist
- SaLT
- Visual and Hearing Impairment services.

All of these services are run in conjunction with the SEND and Progress Teams to ensure the promotion of emotional well-being and supporting students with their needs.

### What training do staff supporting children with SEND receive?

Regular staff CPD around different areas of SEND is provided by the SENDCo and TAs. Specific staff training in areas such as ASC is provided by colleagues and external specialists when required.

The SEND Team receive CPD on all areas of SEND from internal and external providers on a regular basis.

The SEND Team have specialists qualifications, such as:

- National Award for Special Needs Coordination
- NVQs at Level 1-3 in Supporting Teaching and Learning
- Higher Level Teaching Assistant Qualifications
- Diploma in Trauma Informed Practice
- Safeguarding Children
- Making Sense of Autism
- Awareness of Mental Health Problems
- Level 2 Certificate in Safeguarding and Prevent
- Level 2 Certificate in Equality and Diversity
- ELKLAN (11-16)

And additional training in areas such as:

- Education and the Law – Equality Act 2010
- Mental Health
- Visual stress
- Nurturing approaches
- Trauma and attachment
- Team Teach
- Sensory diet
- Retrieval practice
- Dyslexia Awareness
- Dyscalculia Awareness
- ADHA awareness
- Graduated approach
- Phonics
- Impact of reading
- LGBTQ+ training





- Supporting challenging behaviour
- Lego Therapeutic Coaching
- Zones of Regulation
- Exam invigilation
- First aid
- Evac-Chair use
- Moving and Handling
- Speech, language and communication
- Outdoor learning (Forest School).

### How accessible is the school environment?

The school is a fully accessible site and has disabled parking and full wheelchair access. There is a dedicated SEND 'Curriculum Support' department area and the Resourced Provision for ASC. The department offers a supportive, nurturing and inclusive environment that is used as a hub for planning and meeting the needs of groups and individual students.

### How are parents and carers, and young people themselves involved in the school?

At Woodhey, we are keen to ensure that parental and carer and student partnerships are strong. We do this by:

- Providing events for parents, carers and the school to work together, such as Parents' and Carers' Evenings
- Students are able to apply to become Form and Student Ambassadors
- SEND events for parents and carers of students with SEND
- Parent and Carer Academy Councillors are elected to work with the Academy Council (Governing Body).

Our SEND link Academy Councillor meets with the SENDCo regularly and shares feedback with the full Academy Council regularly.

