



Special Educational Needs and Disabilities Information Report

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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 led by the school's Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Carla Fleming. Mrs Fleming is a qualified teacher, with 10 years experience and a qualified SENDCo.

The school is also commissioning further support from the SEND Support Service at Bury Local Authority and attends regular SENDCO Hub meetings within Shaw Education Trust.

The department consists of two Assistant SENDCos, two Higher Level Teaching Assistants (HLTAs) and a team of 11 experienced Teaching Assistants (TAs). Woodhey is further supported by a team of Directors at Shaw Education Trust.

Contact details for the SEND team are as follows:

Email: 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 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)
- Level 1 and 2 Team Teach

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
- ADHD awareness
- Autism
- 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).

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).



As part of the Graduated Approach and under the guidance of the Code of Practice, parents, carers and students will be invited to attend regular meetings (in a variety of formats) to discuss, review and plan provision in place.

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. Admissions to the Resourced Provision are made through the EHC Team at Bury Local Authority.

How are students identified?

There are a variety of routes 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:

- Year 7 screening assessments
- 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.
- On-going consultation with teaching, pastoral and support staff around learners' needs.
- Person centred planning and review meetings.
- Development of Person-Centred Profiles.
- Close liaison with outside agencies such as; Educational Psychology Service, Sensory Needs (Hearing Impairment and Visual Impairment), Speech and Language Therapists, Bury Secondary Inclusion Team, Additional Needs Team (Cognition and Learning; Speech, Language and Communication; Medical Conditions; Physical Difficulties; Communication Difficulties; Complex Needs), Social Care, School Health, Healthy Young Minds and Connexions Service.

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 can 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 and parental/carers evenings, 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 Spreadsheet which considers 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. A child may also be added to the SEND register.

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, as 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
- Adaptive teaching 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.

All SEND provision provided is reviewed at regular intervals, including termly, to evaluate the effectiveness of provision on offer.

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 Autism, 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.

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?

The first £6,000 of additional funding for SEND learners (above and beyond the average educational funding per child of £3,750 (KS3) and £4,500 (KS4)) should be met by the school from the dedicated schools grant. Where the value of a learner's additional needs are greater than £6,000, then the learner is classified as having "High Needs" and an application for funding from the High Needs Block will be made to the Local Authority, following the procedure set out in the High Needs Funding Documents. Where a learner has needs within the realm of Sensory Difficulties i.e. visual and/or hearing impairment, the Sensory Needs team in consultation with the SENCO will provide an appropriate and agreed level of support including the provision and monitoring of specialist equipment

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 and SEMH of all students is of paramount importance.

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

- Meet and greets before 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.
- Following of the Anti-Bullying policy, if/when concerns regarding unkind behaviour and bullying occurs. The link to the policy is as follows: [Our Policies | Woodhey High School](#)

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.

How is my child supported during phase transitions?

Transition between schools is a challenging time for any student, but particularly one with SEND. Therefore, when a student is moving between schools (including from primary to secondary; between schools as an In Year Transfer; or from secondary to post-16), the following support will be provided:

- Meeting(s) between the relevant SENDCos and Teachers at the different schools.
- Meeting(s) with the parents or carers to discuss their child's specific learning needs.



- Transition visits as either individuals or as small groups as appropriate (enhanced transition).
- Attending Annual Reviews of Year 6 students and inviting Post-16 providers to Year 11

Parents and carers are always advised to visit the school prior to their child joining Woodhey High School through, for example, attending the school's Open Evening, or arranging an informal visit during the school day.

Students who transfer from KS2 to KS3 at Woodhey will undergo assessment at the beginning of Y7 to determine needs (those students previously identified by the primary schools will be included on the SEND list nevertheless they will take part in the whole year screening tests).

Transition to post-16 provision will focus around preparing the student for adulthood, in line with the school's overall aims and objectives for all students, including those with SEND. This will include careers advice, mock interview practice. Once a child has identified a post-16 provision, the SEND and Director of Progress will liaise and share all relevant information. Students may also be invited to small group or individual transition sessions.

Transition from KS3 and KS4 focuses on students selecting and starting their GCSE subject choices. To support students upon their transition to KS4, Woodhey have the current provision available:

- Career events with external agencies
- Options assemblies for each subject/Faculty area
- Options evening
- Parents Evening (virtual)

In addition to this, meetings with SEND students and parents/carers, are offered to students to discuss option choices. These meetings may be as an annual review, virtual or face to face meeting.

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.

Wherever possible, students with SEND are involved in meetings arranged with parents/carers to discuss and set desired outcomes and to review progress made towards these. During these meetings, they are invited to contribute, to give their own opinions about provision and their own learning experiences. Learners are encouraged to play a full role in the development of their Person-Centred strategies. Where a student has an Education, Health & Care Plan, a Local Authority Annual Review/ Person Centred Review will be carried out.



Complaints Procedure for Parents and Carers

Our aim is to build strong relationships with all our parents and carers, including those with children with a SEND need. This means that most concerns can be met informally through conversations with one of the following people:

- The student's Key Worker
- The student's Director of Progress, Assistant Director of Progress or Progress Mentor
- The SENDCo or Assistant SENDCo(s)

However, if the concern cannot be resolved in this way, the Shaw Education Trust's complaints policy can be found using the following link: [Our Policies | Woodhey High School](#)

To find out about disagreement resolution and mediation services with our Local Authority, please click the following link: [Compliments and complaints - Children's Services - Bury Council](#)

Details of Support Services

The Local Authority's Local Offer can be found using the link below:

<https://theburydirectory.co.uk/send-local-offer>

For any email communication: Send.localoffer@bury.gov.uk

