

# Co-op Academy Oakwood

## Special Educational Needs & Disability Information Report

Date Last Reviewed September 2024

Review Schedule Annually

Executive Headteacher: Rimah Aasim

Head of School: Louise Walsh

SENDCo : Miss Claire Spivey

2024/25 SEND Information Report for Co-op Academy Oakwood

2024/25 Key Information		
SEND Coordinator (SENDCo) in School		Miss Claire Spivey
SENDCo Contact details	Email:	claire.spivey@coopacademies.co.uk
	Telephone:	0113 2402526
<i>A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning &amp; monitoring the progress of children with special needs / SEND</i>		
When was this report last updated		September 2024
Where to access the Local Authority's SEND Offer		<a href="https://oakwood.coopacademies.co.uk/community/">https://oakwood.coopacademies.co.uk/community/!</a>

	<p><a href="https://leedslocaloffer.org.uk/#!/directory">ocal-offer-inn</a></p> <p>The Local Offer provides information for children &amp; young people</p> <p><a href="https://leedslocaloffer.org.uk/#!/directory">https://leedslocaloffer.org.uk/#!/directory</a></p>
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*The Local Offer provides information for children & young people with special educational needs (SEND) & their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health & social care.*

Where to access the school SEND policy	<p><a href="https://www.oakwood.coopacademies.co.uk/googledrive/?title=Special+Educational+Needs+and+Disability+Policy+2024%2D2025&amp;pid=0&amp;gdfid=1INwABCsMhsABG3mAa4aAuyn9wifCchgu-O5jW8NL_N4">https://www.oakwood.coopacademies.co.uk/googledrive/?title=Special+Educational+Needs+and+Disability+Policy+2024%2D2025&amp;pid=0&amp;gdfid=1INwABCsMhsABG3mAa4aAuyn9wifCchgu-O5jW8NL_N4</a></p>
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*The SEND Policy is the most important document that a school develops when determining how they will meet the special educational needs of Pupils. It must reflect the statutory requirements & the actual practice of the school.*

How the school will:

Where to access the School Accessibility Plan	<p><a href="https://www.oakwood.coopacademies.co.uk/googledrive/?title=Equalities+and+Accessibility+plan+and+policy+2024%2D2025&amp;pid=0&amp;gdfid=1CSRQgh_Kyn35_XjhJdNbraNQPvdYu8SXb1cl8UJuNzQ">https://www.oakwood.coopacademies.co.uk/googledrive/?title=Equalities+and+Accessibility+plan+and+policy+2024%2D2025&amp;pid=0&amp;gdfid=1CSRQgh_Kyn35_XjhJdNbraNQPvdYu8SXb1cl8UJuNzQ</a></p>
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*The accessibility plan should cover the below 3 areas.*

*How the school will:*

- 1. Increase the extent to which disabled pupils can participate in the curriculum*
- 2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and*
- 3. Improve the availability of accessible information to disabled pupils.*

Areas of need as identified in the SEND code of practice report	
Area of need	Do we provide provision for this area of need?
Communication & Interaction	Yes
Cognition & Learning	Yes
Social, Emotional & Mental Health	Yes
Sensory &/or Physical Needs	Yes

How we identify if a child needs additional support
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Teachers review children's progress regularly in order to inform planning for teaching and learning, using evidence from lessons, observations and assessments. Any children not making the expected progress are identified and additional support is put in place within the classroom to accelerate progress, as our first wave intervention.

Individual pupils will be discussed at pupil progress meetings that take place each term between the class teacher and the SLT. The SENDco leads termly pupil review meetings with staff of children with SEND.

Teachers are also able to make referrals to the SENDco and Inclusion team via in school referrals. Pupils are discussed and additional support is put in place within the classroom to accelerate progress, as our first wave intervention.

If there are on-going concerns this will be discussed with you over the phone or in a meeting that parents and families are invited to attend so that we can work together to find the best way forward. If you have any concerns, your first point of contact is the class teacher for an informal discussion. In partnership with you, the class teacher will discuss any observations or concerns that you may have and agree on an appropriate way forward. The SENDco and pastoral team are available for all parents to speak to in regards to their child's wellbeing and academic needs. Where necessary, a more in-depth individual assessment, carefully chosen to deliver appropriate, useful information on a pupil's needs can be undertaken to identify children with SEND.

Individual provision maps (a centralised detailed document outlining a pupil's individual needs) are updated termly with the input of the class teacher, pupil, family and any professionals involved.

#### How we will consult parents & children & involve them in their education

The academy strives to take on board the views of all pupils. For this, we have an academy council. Classes come together frequently to discuss any issues in the academy and areas where they feel that improvements can be made. The academy council includes pupils from all walks of life, including those on the SEN register.

Pupils contribute to their pupil passports by talking about their strengths and next steps. The SENDco and Inclusion team take regular pupil voice from individuals and groups of pupils to review the SEND offer within classes and the wider academy.

Families are consulted at all points during their child's journey through the academy. Families are invited to parents' evenings and have an annual report on their child's attainment and progress each year.

The pupils within the academy are asked about their learning over an academic term by the senior leadership team (SLT). This gives them the chance to express their thoughts and opinions of the last half term, and what their wishes are for their future learning. This enables the pupils to reflect on what is working for them and what could be improved. It also helps the SLT pinpoint next steps and any areas for development.

#### How we will assess & review pupils with SEND progress towards outcomes

Individual support plans (pupil passports) are written and shared with pupils and their families. Families and pupils are informed of these targets and the progress they make towards achieving them. Support plans will be reviewed on a termly basis on a whole school SEND assessment cycle.

A pupil with an EHCP (Education Health Care Plan) will have an annual review that looks at the targets and we review them together with parents, outside agencies such as speech and language and the education psychologist where appropriate, school staff and the child where possible. The child's aspirations are at the forefront when setting targets. These targets will be broken down throughout the year which are recorded on support plans to show they are making progress towards the outcome. Their work in class is used as evidence to show the targets are being met.

Some children will be tracked on our B squared which helps to track their small steps of progress within a larger target. These are then used to help inform future targets and next steps.

#### How we will support children in moving between phases of education & / or preparing for adulthood

We follow the Leeds Local Authority policy, which can be found at; <http://www.leeds.gov.uk/residents/pages/admissions.aspx>

Pupils with an education, health and care plan will be admitted to the academy if we are named on their plan.

A transition plans are available as part of our arrangements for new pupils with SEND to be admitted into our academy. If a pupil is transferring from another UK school, we will communicate through emails and telephone calls and exchange files via secure transfers or post to ease the move. Opportunities for pre-visits are available, where parents and pupils may visit the academy to become familiar with staff and the setting prior to joining fully.

Pupils who are new to Co-op Academy Oakwood in year are supported in integrating into our setting through buddies, support from pastoral team as well as detailed discussions with the previous school.

For our pupils who are nearing the end of their time in Year 6, we meet with the secondary academies that our pupils with SEND are transferring to and begin the process of transition. We also have access to specific transition summer academy days led by the secondary schools.

We have very good relationships with our feeder settings and the settings that many of our pupils move onto; we share information to support pupils' learning and well-being at transition. Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.

Key workers may come and visit them in school to help build relationships prior to them moving.

#### *2024/25 SEND Information Report for Co-op Academy Oakwood*

Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND

Children identified as having SEND are supported to access all aspects of school life. The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with additional needs - Teachers have the highest expectations for all pupils

- Teaching is based on building on what the child already knows, can do and can understand - Different teaching strategies and resources are used so that all children are able to access learning and be successful
- The curriculum is clearly differentiated for the SEND children to access. The key knowledge that we want them to learn is identified and focussed on.
- Teachers carefully check children's progress and identify children with gaps in their learning that need additional support to help them make the best possible progress. These children are discussed with the senior leadership team, including the SENDco. We carry out specific small group support for children identified as needing additional support with learning. Progress will be closely monitored, the impact measured and reviewed. Children on the SEND register are supported through interventions. These are available for specific barriers to learning which cannot be overcome through quality first teaching. Additional specialist support from external agencies or professionals may be provided guidance will be followed to ensure appropriate support is given in school.

Teachers are trained to select and use resources to support pupils and foster independence. Teachers may use class groupings, different resources, adult support, peer support and other teaching strategies to support all pupils during lessons. If you feel you need further information about how pupils are supported in class then please approach your class teacher who will be able to give you specific details of intervention programmes and how adaptations are made.

#### How we train our staff who provide support to pupils with SEND & the existing expertise they have

We invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).

All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND.

Some staff have been trained in Team Teach to ensure the well being and welfare of pupils in school. 4 LSA's are trained to complete the dyslexia screener and will be trained for WRAT 5 in the near future. External agencies support staff through CPD and training, for example STARS, Chatterbug, our Education psychologist and SENIT.

Our Special Educational Needs Co-ordinator (SENDCo) is an experienced teacher who will be undertaking the NPQ for SENDcos, as well as receiving ongoing SEND training in specific areas. Our SENDCo is a member of the leadership team as well as the Deputy Headteacher and a DDSL. They work in consultation with the Head of School, Senior Leadership Team, DSL, Family Support Workers and Pastoral Support Workers to ensure that all staff are trained on requirements necessary to meet the needs of individuals or groups of pupils with particular needs.

#### How we evaluate the effectiveness of the provision made for pupils with SEND

We evaluate the effectiveness of the provision that is made for pupils with additional needs through evaluation of the individual pupil's pupil passport and through analysis of internal data on Arbor. This allows staff to evaluate intervention and support plan impact. Where impact is not being made we will change the support that is being provided to better suit the needs of the children.

Teachers also use the EYFS SENIT DJ or 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.

#### How we encourage & enable pupils with SEND to engage with activities available to pupils with no SEND requirement

Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.

Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate families are consulted and involved in planning.

All our pupils have access to the broad and full curriculum. This is enabled through the individual pupil risk assessment (IPRA) strategic use of adults and resources to support individual pupils who may require additional support in accessing curriculum during the day; in PE; at playtime and out of academy hours. Where appropriate, families are invited to discuss with the SENDCo how this may be facilitated. Where needed, risk assessments are carried out to ensure that the pupil's safety has been considered before any activity is to take place. This is very important on the academy trips and outside of the classroom where risks are different to those inside the classroom.

Number of pupils who have an EHCP (Education and Health Care Plan) who will leave school this year

### How we engage with other bodies such as health, social care & LA support services in meeting a pupils SEND requirements & supporting their family

The SENDCo works closely in partnership with other schools in the area, where we share expertise and collaborate in termly planning meetings with the education psychologist. Suitably trained and experienced teachers and support staff are employed in school and training is planned for each year. A range of NHS staff may work in school with the permission of parents, when a referral by school or the GP has been made and accepted by the service. They may also provide training to staff if necessary.

- SENSAP (Special educational needs services and partnerships)
- SENIT (Special educational needs inclusion team),
- CAMHS (pupil and adolescent mental health services)
- STARs (specialist teachers in autism)
- SaLTs (Speech and language therapists)
- DAHIT (teachers of the deaf),
- Social Services
- EP team (Educational Psychology Team)
- Co-op Collaborative (inc. play therapists) as well as the Trust family support services
- CAMHS
- MINDMATE
- Leeds East AIP (Area Inclusion Partnership)

The schools Designated Safeguarding Lead (DSL) is Hayley Duffy who makes appropriate links with social care providers and makes referrals as necessary with the help of members of the wider pastoral team. Please refer to the Safeguarding policy, available on request. We will also make referrals to outside agencies to request support for SEND children where we feel we need some specialist guidance and advice.

We will also signpost parents to relevant agencies that can support them directly such as SENSAP who provide advice and support for parents on a wide range of subjects.