



It will be helpful at the outset to explain a few terms so that parents fully understand these when you come across them in the report:

- SENDCO is the special educational needs co-ordinator in the academy.
- The SEND register is simply a list 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 SEND pupil's learning that supplements what the teacher has planned in lessons. They most often are compiled by the SENDCO 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.

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

We are an inclusive school and here at Oakwood Primary Academy, we believe that all children have an equal right to a broad curriculum which will enable them to reach their full potential. We use our best endeavours to secure special educational provision, to respond to the needs of the individual child. These needs are grouped into the four main areas:

1. Cognition and learning- learning support for children experiencing challenges with reading, writing and maths. This includes provision for pupils struggling with fine motor skills.
2. Communication and interaction- speech and language support for children experiencing communication difficulties. This includes children with specific needs such as those with autism spectrum conditions.
3. Social, mental and emotional health- for children experiencing social, emotional and behaviour difficulties including a diagnosis of ADHD.
4. Sensory, physical and medical- we provide for children with various physical and medical needs. Currently these include; sight and hearing, severe allergies.

Provision for pupils with special educational needs is a matter for the whole school; the governing body, the Executive Head teacher, the Head of school, the SENDCO, class teachers and all members of staff.

Area of need	Number of pupils on the SEN register at Oakwood Primary Academy
Cognition and learning	98
Communication and interaction	35
Social, mental and emotional health	47
Sensory, physical and medical	18

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

In all year groups the class teacher provides learning tasks which closely match the needs of the individual child. Support (from the class teacher and learning support assistants) is given to enable all children to access the curriculum and to make progress. Any concerns about a child's learning is, in the first instance, raised by the class teacher. Concerns are identified through observation, written and verbal feedback during lessons, assessments, pupil progress meetings (where the class teacher discusses the progress of individual children with the phase leader) and , review meetings with parents (parents' consultations) and the analysis of tracking data (levels of attainment and progress).

The class teacher will share concerns with the SEND team, senior leadership team then discuss pupils in need of extra support and identify any additional interventions such as, individual work outside the classroom which is teacher led, time limited and helps to move the child on quickly with their learning, that can be put in place as part of the academy's differentiated curriculum. Individual learning targets are then given to the child. If we feel our interventions (examples being word shark, Active literacy, which both help with spelling and writing) are not having the desired impact on the child's learning we may then request support from specialists.

We ensure that if a child leaves our academy in year or as part of transition to secondary school, all relevant information is transferred to the child's new school.

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

As it states in our SEND core offer, which can be found on the school website, any concerns about the needs of a child are made to the class teacher/ pastoral team, who then discusses these concerns with members of the SEND team- Miss Rebecca Ingram, Mrs Deborah Minnikin SENDCO and Mr Bennett and Mrs Price (Pastoral support) following this the concern is acted upon. Members of the SEND team can be contacted via the school office. Staff are aware that any concerns raised by parents/carers directly to them, are passed immediately to the SEND team.

Meetings are then arranged to liaise with parents/carers, to devise a plan of action co-operatively.

Contact with the SEND team can be made through the main office: 0113 2402526

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

- The SEND team regularly make informal contact (chats and observations) with identified pupils.
- We incorporate into our action plan opportunities to produce case studies of pupils with SEND across the academy, these have allowed the SENDCO to really get to know the needs of some of the children, the support they are receiving and how the children feel about the support they get.
- There is also in depth monitoring and evaluation of provision throughout the year. This includes pupil questionnaires about learning and support provided.
- Teachers and designated support staff discuss individual targets with pupils continuously, including targets from individual education plans.

'It is important that all staff members working with a child discuss their needs and plan for what the next targets should be,' a Year 5 teacher.

- Pupils with SEND and who are working with outside agencies have opportunity to be involved in establishing recommendations to be implemented by the class teacher/support staff (this may be in home language if the child has English as an additional language (EAL).
- Parents are encouraged to bring their child to parents' consultation evenings so that they can be involved in the discussions about their progress and can be actively asked how they feel, what is working well or perhaps what isn't working so well and how things can be improved for them.

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

Parents can arrange to discuss their child's progress at any time with the class teacher or can make an appointment to meet with any of the SEND team. In addition to discussions during the normal parents' evening discussions 3 times a year, those parents/carers with children on the SEND register will also be involved in reviewing and discussions the child's individual targets, the support that they receive and their future needs. Children with an Education Health Care Plan (previously referred to as a statement) or Early Years Funding For Inclusion funding will also be invited to further meetings, assessments and reviews with outside agencies to ensure they know what progress their child is making and how they can also support them. Reports and plans from outside agencies are shared with parents/carers; they are given support/training and how to help their child at home. Makaton training for parents has taken place to allow them to continue the work done with the children at school and to ease communication difficulties.

This enables home and academy to work towards the same goals collaboratively.

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

There are two parents' evenings per year (Autumn and Summer terms) and a mid-year review (in the Spring Term, where the mid-year report is shared. All parents are invited into school to discuss their child's progress and this includes the SEND review for children with specific needs. We contact parents/carers if there are concerns about a child and when we need to contact an outside agency.

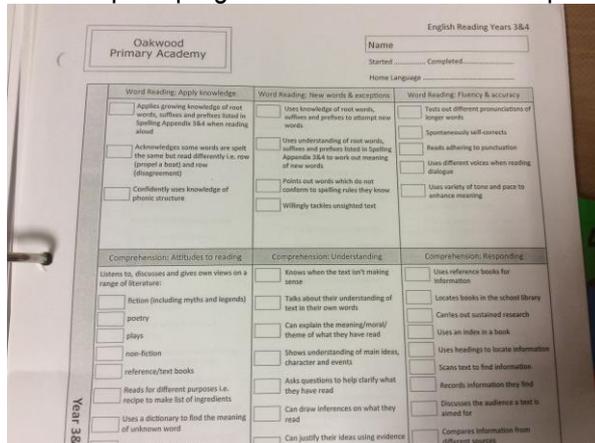
Our online tracking assessment system ensures that staff working with identified children can access progress at any given time. This means that class teachers are able to respond to this in their planning and adapt work, making it easier or harder. During the course of this year we have completed monitoring and evaluating activities. These include a termly SEN review day where staff discuss the pupil's successes and/or any concerns about SEND pupils that they teach, an IEP check and a triangulation exercise took place involving the children's books, their targets and the teachers planning. These activities proved the progress the children have been making and showed a true picture of the strategies used to achieve this. Other monitoring involves an analysis of data, looking at how SEND pupils compare to non-SEND pupils, looking at the progress the SEND children have made and what impact interventions have had on the child's progress.

All these help us identify ways of improving our SEND provision even further.

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

We believe the early identification of SEND is of utmost importance. Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning for learning in the class which is led by the class teacher and is differentiated, with the use of support staff identified.
- Teachers are aware that some children may require different strategies for learning and may need different teaching approaches and experiences.
- We map extra provision taking place across all phases and year groups. This identifies what the intervention will be, how often and for how long it is taking place and the member of staff leading this work. This provision is delivered by a team of staff and is organised by our intervention manager Mrs Andrea Butler, a lead practitioner and member of our Senior Leadership team. Interventions include: Lexia, Wordshark, Active Literacy and bespoke support programmes.
- This year the B squared target tracking system has been introduced. This allows the small steps of progress to be shown. An example is shown below.



- Children on the SEND register have Individual Education Plans with specific targets. These targets are worked on with a member of the support staff team on a 1:1 basis.

Name of Child:		Class:	Year:	 Part of The co-operative primary academy of Leeds	
Date	Target	Teaching Strategies and techniques	Evaluation/comments	Date achieved	
	To be able to punctuate 5 consecutive sentences using full stops and capital letters.	<ul style="list-style-type: none"> • Child has prompts on the table whilst working. • Exercises where punctuation is missing. • Child to check their own writing when a sentence is finished. 	Accurate when sampled on three separate occasions.		

An example of an IEP, Individual Education Plan.

Progress towards these targets is discussed at the termly SEND pupil progress meetings with our SEND co-ordinator and targets are evaluated/modified during the discussions. Book scrutiny of SEND pupils, where the child's work and targets, the teacher's marking and feedback are looked at closely, combined with SEND pupil interviews contribute to our analysis and judgement of SEND provision in the academy and any issues raised are included in the SEND action plan/accessibility

plan, if relevant.

At the point of mid –year, all SEND pupils are assessed to make sure they are making expected progress and to identify any pupils who are at risk of not making adequate progress. Further conversations follow with staff to build up a more in depth understanding as to why. This is seen as further strategy to ensure no child is left behind. We have worked with outside agencies to ensure that any child with a special educational need is able to join and participate in all aspects of academy life with non-SEND pupils. For example, this year we have worked with the Visually Impaired team to identify potential difficulties for a visually impaired child in PE lessons. Our priority here was to ensure the child was able take part in physical learning opportunities safely. The class teacher has also adapted resources for use within the classroom (bold, wider lined exercise books, for example). We have worked with the STARS team (Specialist training in Autism and standards) and Educational Psychologist to develop effective ways to help individuals manage their emotions, particularly linked to anxiety or stress and to take part in all learning. Class teachers have adopted the use of visual timetables and task organisers.



An example of a visual timetable

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

Class teachers, the SEND team support staff, the governing body, parents and outside agencies all contribute to identifying that the necessary and appropriate provision is made. It is a shared responsibility and we look towards a team approach. Reports produced by outside agencies are shared and discussed with teaching staff and parents. These help form decisions as to how the curriculum and/or learning environment needs to be adapted. As outlined in question 7, we have sought expert advice and support from outside agencies- working in partnership with those from the Local Education Authority, the NHS and private organisations such as Chatterbug (speech and language therapist is based x2 afternoons per week in our academy). The SEND budget allows the purchase of specialist equipment known to be effective, when needed. This ensures every pupil can access all aspects of the curriculum. This has included the purchasing of equipment such as writing slopes, apps for I-pads, magnifiers and coloured overlays.



A reading slope used by a child this year.



A magnifier used by a Year 4 pupil.

Another child in school, who is visually impaired, has made use of a laptop and is learning to touch type.

A class teacher may rearrange furniture and the seating plan modified to meet the needs of an individual SEND pupil in his/her care.

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

All staff this year have received constant support and guidance from the Special Educational Needs co-ordinator (SENDCO) and the SEND team. All staff have received generic training to become informed about the SEN Code of Practice and the creation of EHCPs. Generic training has also helped support the needs of the children they work with for example dyslexic awareness, autism level 1 training, epilepsy awareness, child protection and further identified staff have received specific professional development opportunities which include Autism level 2 and 3, First Aid, Supporting children with a stammer and EYFFI guidance. In partnership with ACHIEVE (behaviour and learning support centre) all staff accessed training concerning de-escalation and positive behaviour handling.

Chatterbug, who are a speech and language service commissioned by the school, provide support in a number of ways:

'Speech and Language Therapy input is provided to school by ChatterBug in a number of ways. This includes universal, targeted and specialist support. Universal support refers to working with teaching staff to implement ideas that can be used a whole class approach (such as the vocabulary training). Targeted input refers to any therapy programs that are written by the Speech and Language Therapist and then carried out by teaching assistants. This has worked really well in school so far. I feel as though due to teaching staff being so willing to carry out programs or any additional work, the children have made large amounts of progress. Specialist support is for those children who require a block of one to one or group sessions with the Speech and Language Therapist. Over the past year there have been a number of children that have either been discharged (with recommendations) or have achieved one therapy target and we have moved on to other targets before discharge. Teachers have also reported improvements they have seen in these children either academically or socially since receiving Speech and Language Therapy input. This suggests that the input the children have been receiving has made a positive impact on their performance at school.' Tript Gill Speech and language therapist

As part of the performance management cycle of all staff, training needs are identified and relevant training is offered; however, senior leaders will respond to a training request at any time. We have many members of staff who have a vast experience of working with SEND

pupils either here at the academy or at other schools including Resourced Provision units for children with physical and medical needs.
The SENDCo, Mrs Minnikin, is currently working towards the required degree level qualification for Special Needs coordination.

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

- The academy has access to the School Nurse for those children who have physical and medical needs. We ensure they stay in close communication with the parent/carer and medical professionals to ensure that we support the child to the best of our abilities.
- An individual health care plan and or risk assessment is devised when appropriate, which is shared with all staff working with the pupil. Staff are aware that they must speak to key first aiders if they have any queries/concerns during the school day.
- The STARS team support and work with children with autism spectrum conditions. This year they have supported a recently diagnosed child and advised the staff who work with him.
- For children who have been identified with speech and language needs, we offer a triangulated approach to support working with Chatterbug private speech and language organisation and the NHS speech and language support team.
- Other professional involvement is given by Educational Psychologists from the Complex Needs Service, the deaf and Hearing impaired team, Visually Impaired service and the SAD events team, who support staff and pupils who have experienced bereavement.
- The pastoral team work closely with the counsellors and provide an appropriate space for these sessions to take place. We support referrals made to CAMHS (Child and Adolescent Mental Health Service) and we ensure that we support both the parent and the child through this process.
- These services are accessed through referrals from the SENDCO. Referrals are also made for counselling services through the family support team. If a parent wishes to make a referral please advise the SENDCO and they will advise and support where necessary.

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

- The two parents' evenings per year (Autumn and Summer terms) and a mid-year review focus on progress and attainment and identify a child's strengths and weaknesses. All parents are invited to the academy to discuss their child's progress and this includes the SEND review for those children with specific needs. This also includes, where appropriate, a discussion around the medical, physical, emotional and behavioural needs of identified children. We then contact parents/carers if there are concerns about a child and when we need to contact an outside agency.
- Our online tracking assessment system ensures that staff working with identified children can access progress at any given time and check whether targets are being met. It also allows for staff vigilance to ensure that any problems are quickly picked up on and acted upon.
- The recording and analysis of behavioural incidences using the CPOMs system (for monitoring child protection, safeguarding and welfare and pastoral issues) highlights where further support may be required and forms the basis of future interventions and support plans around behaviour.
- During planned visits by outside agencies, we evaluate prior reports and provision to contribute towards future targets and recommendations. Our Pastoral manager regularly meets with pupils experiencing social and emotional difficulties and offers bespoke support to ensure that we meet their needs. We have a rigorous self-evaluation calendar planned throughout the year which includes subject and phase leaders evaluating the quality of teaching and learning across a range of subjects. SEND is incorporated into these evaluations as it is our aim that every child will reach their full potential.
- Every year a detailed report is presented to the governing body and discussed at the final governors meeting in the summer term.

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

Our aim is to include all our pupils in our physical activities and our academy trips providing it is safe to do so. No child on our SEND register has missed out on an activity because of their SEND needs. We are an inclusive school where all our physical activities and trips are thoroughly risk assessed and if necessary extra support is put in place to ensure that the children with medical issues and or emotional behavioural difficulties can safely take part. We create personal risk assessments for identified pupils. As part of our risk assessments we ensure that procedures are in place in case of an emergency (i.e. pupil needs collecting). When required we provide transport tailored to a child's individual needs, for example, for a child with physical needs requiring a wheelchair.

Our Year 5 pupils have the choice to attend a residential visit to Robinwood, an outdoor adventure centre. Familiar staff attend the visit to support those children with physical or emotional needs and it has proved to be a great success.

Activities outside of the regular classroom setting have been organized to target specific children to improve their ability to enjoy and achieve both in and out of the classroom. Activities such as the academy sports teams, lunch time clubs and after school and holiday clubs have really helped to engage them, as well the rest of our student body. Approximately 35% of the children attending after school clubs are on the SEND register. These clubs include football, dance, art, multi-sports and ipads.

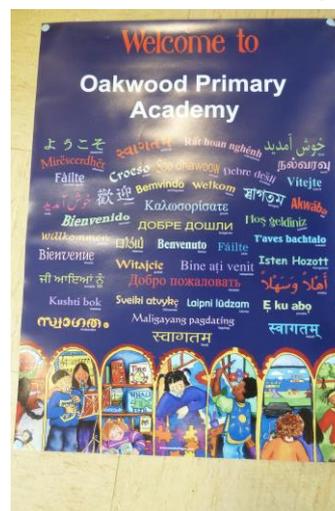
13. How we provide for your children's overall wellbeing

All staff in our academy take a shared responsibility for children's overall well-being. There are clear structures in place for children who feel bullied and staff are able to support these children and seek help from the SEND/Senior Leadership team. The whole academy community is aware of the academy's behaviour policy and systems. We have a range of extra-curricular activities which are open to every child on the SEND register, such as fitness and sport, music, art, ICT, Speaking Club, Enterprise Club. An identified area of priority for the Inclusion team in the academy is the promotion of healthy eating and transport issues around the school gates. Our team meets fortnightly to discuss any SEND/Inclusion issues. We have recently applied to become a School of Sanctuary, this is a school that is committed to being a safe and welcoming place for those seeking sanctuary.

This could be people whose lives were in danger in their own country, who have troubles at home or are just looking for a space of safety.

This is indicative of the care and support we provide for the SEND children in school.

The Personal, Social, Health, Citizenship and Emotional (PSHCE) curriculum is taught across school, in addition to whole school assemblies and events. 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 if necessary 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.



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

The academy is on one level and is accessible for wheelchairs.



The main entrance into school.

Disabled parking bays are available in the carpark.

The accessibility plan responds to our latest access audit and this year the academy is more accessible, for example by lowering the external door buzzer which has been completed this

year. We work closely with parents and outside agencies to ensure that correct equipment and portable resources to meet any child's needs are available. The outside environment is accessible through external classroom doors and PE/play/outside learning areas are on one level. We consider the use of colours used to decorate the academy building (the need to select appropriate colours for children who are visually impaired). This is incorporated into the planned decorating cycle. The school staff includes those fluent in foreign languages and there are signs in the main entrance and around school written in a variety of languages.

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?

We prioritise admitting pupils with an EHCP (education health plan) if we are the only academy that can meet the pupil's needs (Admissions Policy) and are named on the child's EHCP, even when we are over-subscribed. As well as parents accessing the normal admission process, there are occasions when a pupil with SEND is referred to us by local authority.

A transition plan is produced 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, if the distance is viable, arrange visits to both settings for key staff, parents/carers and the pupil.

Otherwise communication such as through emails and telephone calls and the exchange of files will take place to ease the move. We have a Family Support team to liaise with parents and signpost them to support, if needed.

This is evidenced by a child with physical and learning disabilities who joined Reception in 2016. During the previous term, opportunities for pre visits were identified, which included key staff meeting the parents and child within academy and at home, the EHCP was scrutinised and the academy environment prepared for the child's arrival. With this particular child, we appointed a new member of support staff who is widely experienced working with children with physical and medical needs, previously working in a specialist resource provision.

At the end of Year 6 we meet with the secondary schools that our children with SEND are transferring the process of transition. The cluster of local schools also leads a transition event for targeted children. This to ensure that all necessary information is passed on; to ease children's transition from the academy. This year we have accessed a specific transition summer school for identified pupils, led by our speech and language provider, Chatterbug.

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

The SEN Core Offer, which outlines our approach to teaching and support that children with SEND will be given, is available to be viewed on the academy website. If a hard copy is required this can be arranged through the academy office.

Further information is available from members of the SEND team and SLT members (named on the website).

Mrs Janet Spencer is the school's SEND link governor who is kept up to date with SEND priorities and actions and is a regular visitor to school. She can be contacted via the school office.

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

If parents or carers have any concerns about their child and SEND issues then they should contact the school office and arrange to speak to the SENDCO or speak to the class teacher and they can arrange a meeting. Most often complaints are ironed out through early conversations with staff.

Complaints involving children with SEND are dealt with through the complaints procedure outlined in the shared complaints policy which is available in the policies section of the academy website.

Staff are aware that any complaints made by parents/carers directly to them, should be passed immediately to the SEND team or SLT.