Outwood Primary Academy Woodlands

SEN Information Report

Primary

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Document History

Version	Date	Author	Note of revisions
V2	Sept 2026	L Barker	● Included a table for the areas of need. ● Included 4 layers of support. ● Included Reasonable Adjustment Passports. ● Renamed Academy Spaces into Resource Base and Specialist Base.

The Academy fully supports the SEND Code of Practice (2015), The Equality Act 2010 and the definition of special educational needs taken from section 20 of the Children and Families Act (2014).

This report complies with:

- Section 69(2) of the Children and Families Act 2014;
- Regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014;
- Section 6 of the 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' 2015.

Throughout this report, the reference to 'parents' is used to refer to parents, carers, and legal guardians.

You Said, We Did / We Aim to…

What our pupils say	**Our academy response**
'I want more things to help me regulate my emotions.' 'I want to be able to have access to movement when I need to regulate.' 'I want resources to help me with my writing.' 'The playground can be too overwhelming for me.'	As a school, we have invested in regulating resources for each classroom and learning space. We have created 'safe spaces' and power up stations which children are able to access when they require a movement break. All classrooms use manipulatives and scaffolds to support learners as part of our inclusive classroom. We have created quieter spaces that are available to children during social times. i.e. Y6 Common Room, Nurture, the Games Room.
What our parent/carers say	**Our academy response**
'The SENCo isn't in the academy everyday.'	The SENCO works in the academy two days a week but will call or email parents back on days she isn't in the academy.

We provide for the following areas of Special Educational Needs and Disabilities

(SEND):

We are fully committed to the provision of equal opportunity for all pupils, regardless of their ability or individual needs to enable them to achieve their full potential. Each student is unique and there are a wide range of special educational needs that are frequently interrelated; however, pupils will have needs and requirements that fall into at least one of these four broad areas of need:

Communication and Interaction	This may include Speech, Language and Communication needs and Autism Spectrum Difficulties.
Cognition and Learning	This may include moderate, severe and profound and multiple learning difficulties and specific learning difficulties such as Dyslexia, Dyscalculia and Dyspraxia.
Social Emotional Mental Health (SEMH)	This may include behaviours that reflect underlying mental health difficulties such as Anxiety, Depression or Eating Disorders. It also includes other disorders such as Attention Deficit Hyperactivity Disorder or Attachment Disorder. Staff will remain alert to the fact that some behaviours can also be indicators of underlying safeguarding issues and/or or abuse. Where a safeguarding concern is raised, the Safeguarding Policy must take immediate precedence over the SEND pathway.
Sensory and/or Physical Needs	This may include visual, hearing or multi-sensory impairment and physical disabilities. Please reference our Accessibility Policy for further information also.

How does the academy know if a pupil needs extra help and what should I do if I think my child may have special educational needs?

Our Academy follows the guidelines within the SEN Code of Practice, which outlines a model known as the Graduated Approach. There are four parts to this cycle, including: Assess, Plan, Do and Review.

We endeavour to identify pupils with SEND at the earliest opportunity through close contact with parent/carers, feeder schools/settings and liaison with the Local Authority SEND services as well as Health/Care services. During transition, information on pupils with SEND is shared with the SEN team. Throughout school, both Teaching and Non-Teaching staff identify where a pupil may not be

making the expected levels of progress compared with other children their age. In this instance, further assessment, both in school or by other professionals, may be used to identify any barriers to learning. Parents will be informed of any additional testing or concerns raised within school. We share results of any assessments with parents/carers in order to agree on next steps and how to support the pupil. There are four layers of support in school including: Universal, Targeted, Targeted Plus and Specialist.

Universal	Most pupils' needs are met through the universal, whole-school offer, which includes our Universal Inclusive Classrooms. Some pupils in this layer may have a Reasonable Adjustment Passport.
Targeted	Pupils who are identified as SEND, and require additional support and intervention in school will be within this layer and have a SEND Support Plan. They will be moved to K on the SEN register. Round robins will be sent out for teachers to feedback on the progress pupils are making. Screeners/toolkits will be completed as appropriate.
Targeted Plus	Pupils with SEND who require additional support and intervention in school, and from external agencies, such as the Local Authority SEND team will sit within this layer of support. They may be K on the SEN register or E coded if they have an Education, Health and Care Plan.
Specialist	This layer of support is for pupils with complex SEND needs, who require a high level of specialist input and support.

If you think your child may have SEND, you should contact the Academy in the first instance and speak with the appropriate Class teacher. If after speaking to your child's Class teacher they feel further exploration around your child's needs is required, or your concern cannot be resolved please contact the SENDCo.

How does the Academy prepare my child to:

Join the school or move between phases of education e.g. EYFS, Primary to Secondary

Outwood Primary Academy Woodlands aims to support transition at each stage from Nursery to Year 6. Pupil's individual needs are planned for and supported using transition plans. All pupils with SEND are supported to ensure transition between key educational phases or settings is well planned and that provision is in place to aid this process. Information regarding the additional needs of any is used to plan provision and support a smooth transition. A transition process takes place for those students moving into school, moving between classes and into secondary school and into Post-16 education. Arrangements are made for all pupils but additional or adapted arrangements are put in

place for pupils with SEND.

Examples of transition support below:

- Pupils with special educational needs admitted to school, at times other than Nursery or Reception transitions, are carefully assessed on admission to ensure their needs are met.
- The attendance of a representative of the academy at Year 6 Annual Reviews for pupils with an EHCP, where possible
- A transition programme coordinated by SENDCo of both the primary and secondary schools.
- The gathering of additional relevant information from the partner schools and/or support agencies
- The making of appropriate transition arrangements with regard to the transition plan put into place in Year 6, including a bespoke transition package and summer school
- A timetable for transition planning for all pupils with SEND
- Special evening events where prospective pupils meet their tutor. Pupils with special educational needs, together with their parents, are also invited to talk to the Inclusion Coordinator and/or SENDCo about the provision for pupils with SEND. There are extra visits for some pupils to ensure a smooth transition.
- Staff training may also take place where pupils with high level needs are to be admitted.

How does the academy evaluate the effectiveness of its provision for pupils with SEND?

In order to evaluate the effectiveness of SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is a continuous process including pupil reviews, provision mapping and the analysis of data. Pupil progress will be monitored through our Praising Stars© system, through discussion at parents' evenings, as published on the academy's calendar, and other academy-led progress events. For pupils on the SEN register, termly reviews are held in line with the SEND Code of Practice (2015). Progress of pupils undertaking interventions will be reviewed and evaluated at the end of each block of intervention. As part of this process, an evaluation of the effectiveness of the academy SEND provisions for each pupil will be considered and make any adaptations where appropriate.

In Outwood Primary Academy Woodlands the Core Progression Pathways Assessment system is used alongside Praising Stars to produce reports on progress which are shared with parents half termly. Targets from this assessment system support the academy in producing targets for a pupil's SEND Support Plan to support pupil progress. In addition, pupils with Social, Emotional and Mental Health needs (SEMH), are tracked via the SEMH Tracker on a termly basis. This informs any necessary reasonable adjustments, additional support and targeted interventions that will assist and develop the key skills for pupils socially, emotionally and in terms of their mental health and wellbeing.]

In accordance with Section 69 of the Children and Families Act 2024, our academy gathers information from different sources such as: child/parent surveys/ teacher and staff surveys/ parent evenings/ feedback forms/ school forums. Evidence collated from these sources helps inform academy development and improvement planning and is published annually.

The Academy works closely with the Trust Strategic Lead for Vulnerable Pupils and Inclusive practice, and the wider school improvement team, to ensure the SEND support provided is appropriate.

The SEND Policy and the SEN Information Report are reviewed annually by the Trust Strategic Lead for Vulnerable Pupils and Inclusive Practice but where there are Government legislative updates, the policy is amended as and when required.

How will both the academy and I know how my child is progressing and how will the academy help me to support their learning?

Outwood Primary Academy Woodlands believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of need leading to the correct intervention and provision.
- The holistic progress of students with SEND is monitored.
- Personal and academic targets are set and met effectively.
- Attendance at school is regular and consistent.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. Parents of pupils with SEND may be signposted to the local Authority Parent Partnership Service also known as SENDIASS (SEND Independent Advice Support Service), where specific advice, guidance and support may be required. Wherever appropriate, parents will also be signposted to the Local Authority's Local Offer for other appropriate resources, pathways and supportive mechanisms.

If an assessment or referral indicates that a pupil has SEND, parents are invited to attend any

meetings with school and external agencies, where appropriate. Parents are kept up to date and consulted on any points of action in regards to the provision for their child.

Parents are kept up to date with their child's progress through Praising Stars© reports, Parents' Evenings and SEND Support Plan review meetings and/or Education, Health and Care Plan (EHCP) reviews and/or Reasonable Adjustment Passport reviews. In addition, if applicable for students working below ARE (Age Related Expectation), a Core Progression Pathway report is produced every half-term in line with the Praising Stars reports. This gives information on the pupils progress this half term and their targets for the next half term. If a pupil has a disability, which requires reasonable adjustments to be implemented that are not additional to or different from that of their peers, school will work with parents to co-create a Reasonable Adjustment Passport and review annually.

What is the academy's approach to teaching students with special educational needs?

Most pupils with SEND have their needs met as part of high-quality teaching and our Inclusive Classrooms approach. This approach ensures that all staff are continually considering: the environment in the classroom and around school; the use of physical resources; as well as their approach and strategy to delivery in the classroom across the 4 broad areas of SEND (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and/or Sensory). We believe that provision for students with special educational needs is a whole school responsibility, involving all staff. If a pupil is identified (through the assessment process) as having SEND, teachers and the SENDCo will consider if any additional support is needed to remove any barriers to learning. Where additional provision for SEND is needed, we work with pupils and their families to plan an offer of support to put in place. Staff are kept informed of the varying needs of pupils in their class and are kept up-to-date with any changes. Staff are briefed regarding pupil's specific needs and how best to support them.

How will the Academy adapt the curriculum for my child with SEND?

All staff adapt their lessons as appropriate, ensuring they are accessible to all pupils as part of our quality first teaching. Resources are modified according to the pupil's learning requirements. Specialised equipment may be provided to support specific identified needs. SEND Support Plans are created for every pupil on the SEN register, and these are reviewed three times a year. The strategies and targets are shared with parents via Edukey. All staff use the strategies to inform their planning of each lesson. Planning, teaching and assessment is evaluated through the Academy's quality assurance system. Personalised timetables and access to other spaces in school may be available depending on the pupil's individual needs. To support pupils who may have physical disabilities, medical professionals work alongside the SEND team to ensure a suitable medical care plan is in place to meet those pupil's needs as required.

How are decisions made about the type and amount of support my child will receive?

There are many forums where decisions are made about the type and amount of support a pupil will receive; from transition and historical information to the identification and meeting of emerging needs. Where there are emerging or identified needs a collaborative with parents will be in place to consider a SEND Support Plan reviews, and external professionals input as appropriate.

Each academy has a notional SEN budget as part of the overall funding it receives. This is called notional because it is not a ring-fenced or an extra budget and the DfE gives academies the freedom to make their own decisions about how much of their budget to dedicate to SEN support given the needs of their pupils.

When planning budgets OGAT academies will take into account the additional support required for students with SEND. To support student progress and meet individual needs, academies will aim to use SEN funding as part of its resource allocation, which may include other sources of funding where appropriate e.g. EHCP 'top-up' (element 3), Pupil Premium and Pupil Premium Plus. Where individual pupils require additional provision that cannot be met by this notional budget the excess should be met by top-up funding associated with the individual student from the Local Authority.

In partnership with other members of the Inclusion Team, the SENDCo will advise where this is appropriate and initiate processes with pupils, parents and the Local Authority to access the funding and support required.

How will the academy enable my child to engage in activities of the academy, together with children who do not have SEND?

Teaching assistants and/or other support staff are deployed to support our most vulnerable pupils and facilitate their learning to enable them to work alongside their peers. All pupils, including those with SEND, are encouraged to take part in our wide selection of school enrichments and trips, and also join teams within the academy. This is often reiterated during SEND Support Plan review meetings. All trips and visits undergo risk assessments and where appropriate, pupils with SEND are supported by a member of support staff. The attendance team offers intensive support to both pupils and the parents of pupils who are struggling to attend the Academy. Reintegration back into the mainstream may seem difficult but can be supported through the use of our strong pastoral support.

What social, emotional and mental support will there be for my child with SEND?

We strive to enable all pupils to develop their full potential academically, creatively, socially, physically and emotionally, in a happy, supportive, caring and structured environment. We ensure that staff

receive training to be emotionally aware and support pupil's emotional health and well-being and implement a relational approach. Relational approaches are used to enable consistent and effective ways to help students better manage their emotions and develop their own unique toolkit to self-regulate.

Pupils who have additional emotional needs have the support available from specifically trained Mental Health and Wellbeing Ambassadors in addition to identification, tracking and monitoring through the SEMH tracker.

The Learning Manager, Safeguarding and Attendance Officer or members of the support staff team within the school, support the needs of pupils through pastoral care or specific interventions. Support agencies also offer school advice and support sessions for individual pupils through their local offer.

Pupils will receive further support from the outside agencies as required. Our support partners include:

- With Me In Mind
- Early Help
- BOSS- Behaviour Outreach Support Service
- CAMHs

The academy supports pupils and parents in any way it can to assist positive mental wellbeing. Please contact the academy if you have any concerns about the mental wellbeing of your child. In addition, please visit the Mental Wellbeing 'green button' on the academy website home page that gives access to organisations that can help. The academy has a dedicated mental wellbeing Governor.

Website link to the mental wellbeing green button:
https://mentalwellbeing.outwood.com/

A member of the senior management team is a Mental Health First Aid England certified Mental Wellbeing Lead who leads on the wellbeing of students. Pupils who have additional emotional needs have the support available from specifically trained Mental Health and Wellbeing Ambassadors. All academies also have at least one Senior Mental Health Lead trained member of staff initiated by the Department of Education.

In line with Keeping Children Safe in Education (KCSIE), the Designated Safeguarding Lead (DSL) or a Deputy DSL will be immediately consulted if any behaviour or underlying need raises a safeguarding

concern. While the SENDCo manages the implementation of special educational provision, the DSL retains ultimate responsibility for any safeguarding matters. The Inclusion and Safeguarding teams work in close partnership to ensure that a pupil with SEND does not overshadow potential signs of abuse, neglect, or exploitation.

What training does the academy offer staff in supporting SEND?

All staff have access to relevant internal and external training opportunities in relation to SEND and quality-first teaching. The SENDCo attends termly network meetings led by the Trust Strategic Lead for Vulnerable Pupils and Inclusive Practice. The SENDCo is appropriately qualified and receives additional support within their community from the School Improvement Team and Community Executive Principal. External professionals are involved to give additional advice and guidance, if appropriate. The SENDCo will cascade necessary training and/or arrange for external professional training to deliver to academy staff where necessary.

The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. Ongoing training for all staff is organised as and when required. If a particular student's needs require specific staff training then this will be put in place, for example Manual Handling and Emergency Evacuation procedures for students with specific medical needs and or physical disability.

What specialist services and expertise are available or accessed by the academy?

Outwood Primary Academy Woodlands invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The academy continues to build strong working relationships with external support services and shares information and links in order to fully support our pupils with SEND. Sharing knowledge and information with our support services is essential in allowing us to provide effective SEND provision within our academy. If a concern is raised it will be brought to the attention of the SENDCo who will then inform the child's parents in line with our Safeguarding Policy.

The following services will be involved as and when is necessary:

- Educational Psychology Service
- Social Care
- ASCETs
- Speech and Language Therapists
- With Me In Mind
- Early Help Services

- Local Authority Specialist Services
- Play Therapists
- BOSS- Behaviour Outreach Support Service
- Occupational Therapists
- Early Years Inclusion Team

In cases where a child is working with an external agency, focused meetings will be arranged with the appropriate service. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

The Academy Council is kept informed about the involvement of other organisations and services through meetings with the SEND Governor and their subsequent reports to the Academy Council.

How will equipment and facilities support my child with SEND?

Outwood Primary Academy Woodlands may provide the following additional resources and facilities for our pupils with SEND:

- Disabled Parking bays
- E.g. Adjustable desks
- Assistive technology
- Disabled lift
- Resources to support reasonable adjustments i.e. concentrators, wobble cushions
- Writing slopes

Accessibility Plan

https://academy-sites-files.outwood.com/policy/9/file/dfbef1924641127e25eb7c30f82c9c97.pdf

Exam Access Arrangements

An identification of SEND does not result in automatic exam access arrangements. The process of exam access arrangements is governed by the Joint Council for Qualifications (JCQ) and the Awarding Body has to agree to the access arrangement on application. Students are assessed by their normal way of working in the classroom, their history of need and other appropriate evidence. If the student is identified as requiring access arrangements, the SENDCo and Class Teacher will coordinate information and refer to the qualified assessor, where appropriate. Students and parents are notified of the request for exam access arrangements, the outcome of any approved exam access arrangements and any changes to those arrangements.

More details of exam access arrangements can be found on the JCQ website.

What do I do if I have a concern or complaint about the SEND provision made by the academy?

We value the partnership with parents but should a problem arise, the parents are asked to contact the SENDCo in the first instance to discuss the issue.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, who will be able to make their best endeavours to support. If the concern is not resolved the SENDCo, in liaison with the Principal, can advise on formal procedures for complaint.

Any complaints will be treated in accordance with the school complaints procedure. For a copy of the complaints procedure, refer to the academy website.

Who is the Academy's SEND Governor?

The Academy's SEND Governor is Lori Hammond.

Who is the Academy's special educational needs and disability coordinator (SENDCo) and what are their contact details?

The Academy's SENDCo is Ayeesha Hall, who can be contacted at the Academy on 01302 722367.

Where can I access further information?

More details about the SEND Code of Practice 2015 can be found in the link below:

SEND code of practice: 0 to 25 years - GOV.UK

Information on the Local Authority Local Offer can be found at:

https://www.doncaster.gov.uk/services/schools/local-offer-get-involved

Information on the Safeguarding Policy can be found at:

https://academy-sites-files.outwood.com/customisedpolicy/2356/file/5cc9ea6d75a4555fe37faf174071e734.pdf

Information on the Positive Discipline for Learning and Life policy can be found at:

https://academy-sites-files.outwood.com/policy/14/file/250d9c6e5ca9a68316a397350d59d70b.pdf

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