

<i>Parent/carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
School Policy and procedure		
What kinds of SEND do pupils in the school have?	The school is successfully including pupils with a wide range of SEND including difficulties with: cognition and learning; communication and interaction; social, emotional and mental health; and sensory or physical needs.	The kinds of special educational needs for which provision is made at school
How do you know if a pupil needs extra help?	<p>The staff within the Woodwater Academy closely monitor the progress of all children in the school on a regular basis. The school tracks children's progress, and regularly assesses social and emotional development.</p> <p>At Woodwater Academy children are identified as having SEND through a variety of ways including the following:</p> <ul style="list-style-type: none"> • Liaison with the previous educational setting • Tracking information – is the child performing below age expected levels? • School based assessments carried out initially by the class teacher. • Further school-based assessments carried out by the SENCo where concerns raised e.g. Junior Language Link or Short Term Memory assessment • Concerns raised by parents. • Concern raised by school staff. • Concern raised by pupil. • Liaison with external agencies • Health diagnosis 	Information about the school's policies for identification and assessment of pupils with special educational needs

Day to day support		
How do teachers help pupils with SEND? How will the school support my child?	<p>The school aims to include every child in as much learning as possible alongside their peers in the mainstream classroom. It provides a wide range of additional support to enable children to achieve this. The curriculum may be adapted to meet individual children's special educational needs. It is recognised that some children may need additional or different provision for varying amounts of their timetable.</p> <p>The school uses a nurturing approach to support additional social and emotional needs and has a number of experienced TAs trained to deliver interventions & support.</p>	The school's approach to teaching pupils with SEND
How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • If concerns have been raised about a child's learning progress, social and emotional well-being, communication skills or physical abilities, we may use the Devon Graduated Response Tool to document initial concerns and start to pinpoint areas of need. • Whenever concerns are raised, teachers and/or SENDCo will always work collaboratively with parents/carers. • A child will be recognised as having Special Educational Needs or Disabilities (SEND) if they have needs which: - a significantly greater difficulty in learning than the majority of others of the same age, and/or: - prevent or hinder them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. • We follow a model of 'Assess, Plan, Do, Review' to ensure that children's needs are met throughout their time in school. • The Devon Graduated Response Tool supports this by providing a clear pathway of identifying and assessing needs, planning and doing, and reviewing. • Resources are allocated throughout school according to the individual need of children. • The SENDCo monitors and evaluates the effectiveness of interventions and TA deployment in conjunction with the Senior Leadership Team. 	How adaptations are made to the curriculum and learning environment
Is there any additional support available to help children with SEND?		

SEND Information Report 2024-25

<p>How will the school know how well my child is doing?</p>	<p>Most children with SEND have an Individual Education Plan (IEP) which details the provision/interventions they are receiving in school, and their current targets for progress. These IEPs are agreed and reviewed termly in consultation with parents. Targeted support is set for individuals following appropriate assessments of their need. If required, discussions are held with parents and referrals may be made to outside agencies.</p> <p>In a few cases where a child has additional needs but does not require specific interventions, a Pupil Passport may be issued – this PP details the adaptations that are required to enable the child to access the curriculum/ school life more fully.</p>	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>
<p>How will I know my child is making progress? How do you check on this?</p>	<p>In addition to parents' evenings, the school encourages informal conversations between staff and parents so that success can be celebrated and problems discussed at an early stage. Parents are seen as key players in ensuring successful support of children with SEND in school; regular contact is seen as important.</p> <p>Some children may have a home-school book to keep parents in touch with daily events and all children receive an Annual Report on their progress.</p>	<p>How the effectiveness of provision is evaluated</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>All children have the right to access all areas of the curriculum, including trips and the wider life of school. We work in conjunction with parents to support those children with additional needs, who may need personalised levels of support.</p>	<p>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>



SEND Information Report 2024-25

How will you support my child's overall well-being?	<p>All children access the P.S.H.E curriculum and have access to pastoral support through explicit taught lessons as well as support from classroom staff. Children have opportunities to learn about internet safety, NSPCC PANTS rule and are always able to speak to staff.</p> <p>School has a Designated Safeguarding Lead (Mrs R Olivant) and a Deputy Safeguarding Lead (Mrs K Chown). School work in conjunction with services to support children with inclusion and if appropriate, can make further referrals to outside agencies. We will always work collaboratively with parents to make sure that children have a successful time at school. Pupil voice is sought routinely as part of the review process.</p> <p><i>Policies on Administration of medicines in school, Supporting children with medical conditions and our SEND policy can be found on our website</i></p>	Support for improving emotional and social development
--	---	---

Involving families		
How will you help me to support my child's learning? When will we be able to discuss my child's progress?	<p>At termly parents' evenings, teachers discuss progress with parents and agree plans for extra support. The Head teacher and SENDCO are available at parents' evenings and meet with parents as necessary or by request. SEND children will have an Individual Education Plan (IEP) agreed with parents. The IEP will be reviewed regularly with all involved to ensure that the child is making as much progress as possible.</p> <p>Children with an Education, Health and Care plan (EHCP) will also have an Annual review meeting where progress over the year is discussed in detail, and plans for the next 12 months agreed with parents and children.</p> <p>At times of transition to other schools, additional meetings and support plans are put into place for children and their families.</p> <p>In all the above meetings the support of parents in their child's learning is welcomed and seen as an important part of helping the child make as much progress as possible.</p>	Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education
How will my child be able to share their views?	<p>The school engages pupils in decision making around their provision by involving them in reviews of their targets. We ask children for their views about learning and school life on a daily basis, and additionally for TAF meetings and Annual Reviews. Through daily informal feedback and more formal pupil conferencing pupils are able to express their views on their learning.</p>	Arrangements for consulting with children with SEND and involving them in their education
How will you support my child when he/she joins your school or moves class or transfers to a new school?	<p>We recognise the importance of ensuring a high-quality transition regardless of the stage.</p> <p>Pre-School to school</p> <ul style="list-style-type: none"> •Taster sessions • New parent meetings • Staff communication with Pre-school • TAF (Team Around the Family) meetings if appropriate 	Arrangements for supporting pupils moving between phases of education and preparing for adulthood

SEND Information Report 2024-25

	<p>In-school transfers</p> <ul style="list-style-type: none"> • Move up days in school • Staff handover meeting • Enhanced transitions to further support children (Extra time in class, photo packs etc) if needed <p>Secondary Transfers</p> <ul style="list-style-type: none"> • Induction days • Staff communication with the secondary school • Transition information/passports • Enhanced transition days if appropriate 	
<p>Staff skills and wider support</p>		
<p>What skills do the staff have to meet my child's needs?</p>	<p>CPD for staff: Staff meetings TA training sessions – in house/outside agencies Outside agencies such as school nurse training Professional dialogues including Professional Consultations with Educational Psychologist & Advisory Teachers Teacher training sessions – inhouse/outside agencies Online training</p> <p>Specially trained staff in school: Attachment Based Mentoring TAs trained from the Speech and Language team Bereavement trained staff Lego Therapy ELSA Speech and Language support</p> <p>All staff at Woodwater Academy (including Teaching Assistants working with either individual children or small groups and Teaching Assistants offering support for children with emotional and social development) support children</p>	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p> <p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>

SEND Information Report 2024-25

What specialist services are available at or accessed by the school?

with SEND but the following may be more directly involved in supporting your child;

Special Educational Needs Co-ordinator (SENDCO): Robin Scott

Governor with responsibility for SEND: Nadia Goff

Educational psychologist: Katie Atkins

Communication and Interaction Team: Laura O'Shea (DCC)

Teacher of the Deaf: Glenn Chamberlain (DCC)

We work closely with a range of outside agencies including:

- Educational Psychology Service
- Advisory Teachers for children with visual or hearing needs
- DIAS
- SALT (Speech and Language Therapy)
- Communication and Interaction Team
- Social Emotional and Mental Health Team
- Early Years Consultants
- Nursery Plus
- Early Years Complex Needs Service (formerly Portage)

Health Provision delivered in school

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)

Help will only be requested from outside agencies after consultation with parents/carers.

- Sensory support (Occupational Therapy)
- SALT (Speech and Language Therapy)
- Autism Assessment Team

SEND Information Report 2024-25

	<ul style="list-style-type: none"> • School Nurse • Physiotherapy • CAMHs (Child and Adolescent Mental Health) <p>As a school we also work closely with a number of services from the Early Help arena such as Family Support Workers.</p> <p>The SENDCO at Woodwater Academy has Qualified Teacher Status, has gained the SENDCO National Award for SEND and has experience of working with children with a variety of additional needs. They are a part of the senior leadership team.</p>	
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p>	<p>The school allocates budget funds to provide smaller items of specialist equipment. If more specialist/larger equipment is needed then the school will liaise with outside agencies, such as the Occupational Therapists, to ensure that the right equipment is provided to school.</p> <p>Woodwater Academy is fully compliant with Disability Discrimination Act (DDA) requirements. The school has easy access and double doors where appropriate. We have temporary ramps for wheelchair access when necessary. There is access to a disabled toilet, a shower area and changing facilities. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. After-school provision is accessible to all children, including those with additional needs.</p>	<p>How equipment and facilities to support children with SEND will be secured</p>
<p>How will my child manage tests and exams?</p>	<p>Access arrangements for examinations</p> <p>Additional time</p> <p>Scribes</p> <p>Movement breaks</p> <p>Discussions will be held with parents, class teacher and SENDCO regarding support in place and actions moving forwards</p>	<p>Information regarding access arrangements</p>

Accessing advice and support

What should I do if I think my child may have a special educational need or disability?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.
If you continue to be concerned that your child is not making progress, you may speak to the SENDCo – please email wwsendco@ventrus.org.uk
The school SEND Governor can also be contacted for support
Nadia Goff via the school woodwater@ventrus.org.uk

What do I do if I'm not happy or if I want to complain?

Who can families talk to if they are worried?
In the first instance, Families should talk to the child's class teacher if they have a concern.
If further support is needed, then the SENDCo can be contacted.
The Headteacher will also be available if parents are further concerned.
How does the school communicate with parents and carers and what measures are employed to ensure concerns are addressed?
The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
IEP's will be reviewed with your involvement on a 12 week cycle (termly).
A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

Contact details for the Special Educational Needs Coordinator

Arrangements for handling complaints from parents of children with SEND

Contact details of support services for parents of pupils with SEND

The school's contribution to the local offer and where the LA's local offer is published

SEND Information Report 2024-25

	<p><u>Where can the LA local offer be accessed?</u></p> <p>The support provided by Devon Local Authority for children with SEN and disabilities can be found at https://www.devon.gov.uk/education-and-families/send-local-offer/</p>	
--	---	--