



**The Park Federation Academy Trust
Wood End Park Academy**

The SEND Information Report

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Wood End Park Special Educational Needs and Disabilities Information Report (SEND)

Introduction

Wood End Park Academy is a five-form entry primary academy with a nursery on site. The Code of Practice for Special Educational Needs requires us to publish a 'SEND Information Report' informing parents about the support and provision we currently have in place. The report also outlines what has been achieved in the academic year 2016/2017 and details the way in which parents and children may continue to access the support required.

Our Academy:

At Wood End Park Academy, we aim to enable all pupils 'to achieve their full potential in academic, creative and physical aspects of school life, developing a lifelong enthusiasm for learning, an enquiring mind and the confidence to take risks'. By creating a happy, safe, caring and inclusive environment that encourages learning within an ethos of support and challenge, we aim to teach children to have respect for themselves and for others and to become caring and responsive members of the school and wider community. Equal importance is placed on academic achievement and personal qualities through a stimulating, broad and balanced curriculum enhanced by a wide range of extra-curricular activities. Caring for the well-being of all pupils including those with Special Educational Needs and Disabilities is fundamental to the school's ethos; the SEN policy sets out the ways in which we do this.

The Local Offer – What is it?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet. All Local Authorities are required to publish a Local Offer in order to improve choice and transparency for families and provide parents with an understanding of the range of services and provision in the Local area.

The Hillingdon Local Offer can be accessed at: <http://www.hillingdon.gov.uk/fis>

The information below forms the school's SEN information Report, and demonstrates Wood End Park's contribution to the local offer

Area	Response
Special Educational Needs Policy	<p>Caring for the well-being of all pupils including those with Special Educational Needs and Disabilities is fundamental to the ethos at Wood End Park Academy. The SEND policy sets out the ways in which we do this.</p> <p>Our Special Educational Needs Policy can be found on our school website</p> <p>http://www.woodendpark.hillingdon.sch.uk/index.html</p> <p>Policies linked to the SEND policy – Equality Policy and Accessibility Plan, Equal Opportunities, Child Protection Policy, Complaints Policy, Behaviour and Anti Bullying.</p>

Types of special educational needs	<p>At Wood End Park, pupils with Special Educational needs fall into one or more of the following broad categories:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental health • Sensory and/or physical
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<p>Teaching and Learning</p> <p><i>Including adaptations made to the curriculum and learning environment for pupils identified as SEND.</i></p>	<p>We aim to meet the needs of all our learners by delivering quality first teaching and classroom practice. We strive to reduce or remove barriers to achievement by:</p> <ul style="list-style-type: none"> • Utilising assessment and having ambitious target setting, • Differentiated lesson planning and teaching (layers) • Targeted use of non-teaching support • Involving children (and parents) in discussion around their learning. • Individualised learning support and/or small group work in and outside of lessons • Individualised resources (e.g. visual time-table, Picture Exchange communication Systems, visualisers, social stories) • Experiential learning e.g. trips, • Specific support for pupils with medical/health needs • Therapeutic interventions delivered individually or in small groups (e.g. Nurture groups, Art therapy, Speech and Language, Occupational or Physiotherapy programmes) • Ensuring structure throughout the school day including breaktimes • Reward charts and behaviour logs • Home/school communication books • Wheel chair access, disabled toilets, • Any other special resource that needs to be set up for a pupil. <p>A vision statement to achieve by the end of the year, is created for every child with a special educational need. These holistic and aspirational statements, which are reviewed annually, set out the high expectations we have for each pupil, and ensure that pupils have access to the <u>full</u> curriculum whatever their prior attainment. By emphasising the pupil's potential and strengths, the vision statements guide all decision making regarding the setting of targets and provision of resources making sure that there are no barriers to the pupil achieving and making good progress.</p> <p>All SEND children are well catered for and we have two teachers for SEND pupils too; this results in very few children working outside of the expected national curriculum stage for their age group as every effort is made to help them to catch up. SEND pupils have a portfolio in English and Maths that comments on their performance against each objective. The objectives will be dated when met and coverage of all objectives will be tracked closely with work carried out to support pupils to catch up in objectives where he/she may have found hard.</p> <p>Parents are kept informed of their child's progress and curriculum content at Parents' Evenings, Team around the child (TAC) meetings, informal meetings, information evenings, workshops and through the reading diaries or home/school books.</p> <p>In addition, curriculum information is published on the school website.</p>
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Identifying and Assessing Special Educational Needs	<p>At Wood End Park Academy, we work to ensure early identification of pupils' needs as we believe that effective early support increases pupils' chances of good success.</p> <p>Children may be identified as having a special educational need by:</p> <ul style="list-style-type: none"> • Concerns raised by parents/carers • Concerns raised by previous schools, nurseries or pre-school settings prior to arrival at Wood End Park Academy. • Concerns raised by teaching and non teaching staff • Lower than expected levels of achievement – these are reviewed regularly by class teachers, middle and senior leaders, the SENCo (Special Needs Coordinator) and the Principal. • Information shared by professionals such as health professionals, speech and language therapists or educational psychologists etc <p>What happens once a concern is raised:</p> <ul style="list-style-type: none"> • Stage 1-The class teacher implements a two week review period. At this stage the teacher seeks advice from other experienced teachers, SLT (Senior Leadership Team) and their allocated SEND teacher regarding NEW strategies/interventions to use. Lesson plans are annotated accordingly to show new interventions/strategies and implemented. • Stage 2 – If no significant progress can be demonstrated during the two week period, the SENCo and principal are informed. The class teacher provides evidence of strategies/interventions trialed and the outcomes observed. • Stage 3– A 'Team Around the Child' (TAC) is arranged by the SENCo/SEND teacher. He/she will carry out observations and set a day for the TAC meeting that is no later than two weeks from the date on which the teacher made the referral. • Stage 4 – At the TAC meeting the views of the child and parents/carers are sought, and the school's concerns/observations are shared and explored. The inclusion team will advise on new strategies/interventions and if appropriate, with parental consent, will refer the pupil to relevant external agencies. If it is agreed that a pupil would benefit from SENDs support, this is noted on the minutes which parents are invited to sign to show consent and a review date is set. Copies of the minutes from these meetings are sent to the relevant professionals and the parents. • Stage 5 – When pupils have been confirmed as requiring SEND support, provision maps are put in place. These individualised support plans reflect any external agency involvement. <p>We have meetings with Educational Psychologists, Speech and Language</p>
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	<p>Therapists and other special needs professionals on a regular basis, where we discuss individuals emotional, academic and social concerns.</p>
<p>Involving Parents and Children in the Planning and Reviewing of Progress</p>	<p>At Wood End Park Academy, we respect and value children’s views. We aspire to develop children’s confidence to enable them to have a voice and share their opinions. Children are able to communicate their feelings and opinions by whichever medium they feel most comfortable with e.g. using visual aids, drawing pictures, signing, writing, or using speech.</p> <p>The individual provision maps set out small achievable steps which help the pupil to reach their end goals. These plans are shared with both parents/carers and the pupil. Progress against small next steps are reviewed fortnightly and formal SEND reviews are held at least annually. Parents are also invited to regular parent’s evenings but are welcome to request a meeting at any time to discuss their child’s progress.</p> <p>Parents’ views, their knowledge and experience of their child are invaluable to us in providing a fuller picture of their child’s abilities and needs. Parents’ views and opinions are sought at every step. Interpreters are provided for any parent needing this facility to enable them to take part in discussions and meetings about their child’s special educational needs.</p> <p>Parents are also invited to attend meetings with outside agency professionals who might be supporting the school or working directly with their child to discuss the impact of the support and the child’s progress.</p>
<p>Additional Support - <i>how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families</i></p>	<p>In order to ensure that the most appropriate strategies and resources are used to meet the specific needs of our children, the expertise of a range of additional professionals may be sought. The Speech and Language Therapist is a regular visitor to the school carrying out assessments of pupils’ speech, language and communication needs, writing the results of these assessments in information reports which are shared with parents, setting targets and suggesting programmes of provision for staff to carrying out under her supervision.</p> <p>Other agencies which are called upon to assist in the provision of SEND include; ASD Outreach Service, Child and Adolescent Mental Health Service, Children and Young People's Integrated Therapies (Occupational Therapy, Physiotherapy), the Social Emotional and Behavioural Specialist, a full time Family Support worker, Educational Psychology Service, Early Help and Children and Families Social Services.</p> <p>Where a child has significant needs that require considerable additional provision, all the different agencies involved in supporting that child will meet together with the parents and where appropriate, the child to discuss the best ways of working and to create a multi-agency approach. This may result in an application being made to the Local Authority for the formulation of an Education Health and Care Plan (EHCP).</p> <p>An Educational Health and Care Plan provides further assistance in meeting a pupil’s Special Educational Needs.</p>

<p>Extra Activities</p>	<p>At Wood End Park Academy, we strive to make the curriculum varied, interesting and relevant for all pupils. We have specialist Computing, Music and PE teachers and children are encouraged to participate in these lessons and the extra-curricular activities related to them. It is recognised that there may be barriers to this for some pupils, so additional adult support may be provided or modifications made such as different equipment, adjustments to the time-table or arrangements to attend for just part of these lessons or events.</p> <p>All children are encouraged and supported to take part in the trips and visits arranged for their class or year group, including a residential trip in year 5. Where a child might find this difficult, extensive preparation is carried out in advance using pictures, social stories and discussion with parents.</p> <p>We recognise that break, lunch and other unstructured times may be difficult for some children. Our playground is split into zones to ensure that all children have access to a visible adult at all times. Older children are trained to act as Peer Mediators and Student Leaders who are recognised as a great source of support for children with additional needs. A daily 'buddy area' is organised at lunch times to foster good social and communication skills. There is a quiet area where children can reflect, read and draw.</p>
<p>Meeting the Social and Emotional Needs of Pupils with SEN</p>	<p>Wood End Park Academy has a philosophy of positive behaviour management with pupils aspiring to good behaviour both in class and at playtimes. Prefects, House Captains, Peer Mediators, Student Leaders and a School Council are in place to ensure good behaviour gets a high profile in the school; the students are proud of their position of responsibility and take pride in helping the younger students. This results in a calm yet purposeful atmosphere which helps all pupils, including those experiencing difficult and stressful circumstances outside of school, to make appropriate personal choices, to learn and to behave well.</p> <p>Assemblies and specific lessons such as PSHE are aimed at supporting to pupils to develop positive life skills. Pupils are encouraged to be kind and considerate to each other, to be well mannered and to treat all the school users with respect and courtesy. Children are also taught about bullying (what it is, what causes it and how to deal with it if it occurs). The Growth Mindset approach is a key feature of the WEPA curriculum and modelled by all staff</p> <p>For those pupils who need extra support to manage their feelings, anger and social skills, we are able to offer a nurture group, drawing and art therapy, and support from our child and family support worker. Other forms of support offered directly to the child may take the form of target and reward charts, home/school charts, group or individual sessions working on specific skills.</p>

<p>Evaluating the effectiveness of SEN provision and keeping up to date with knowledge and skills</p>	<p>To support staff expertise in working with pupils with special educational needs and disabilities, the SENDCo makes frequent SEND-focus Learning Walks, observations and drop ins to identify good practice and any gaps in staff knowledge and skills. The SENDCo also carries out regular Pupil Voice activities with SEND pupils.</p> <p>These are then addressed directly through dialogue and feedback with the relevant staff as well as through staff training and professional development.</p> <p>Once training needs have been highlighted, relevant training for teachers and support staff is organised to ensure the child with additional needs has their requirements met as soon as possible.</p> <p>Some of the SEND training received in the most recent academic year include</p> <ul style="list-style-type: none"> • Strategic Questioning • Writing Social stories • Numeracy Gap Analysis and Teaching Basic Skills • Raising the attainment of SEND children through Vision Statements • Speech and Language and Communication surgeries led by school SALT <p>It is the responsibility of the SENCO (Mr Anil Bhatt) to ensure that all staff are kept up to date with any new legislation.</p> <p>SEND teachers and the SENDCo can also access training delivered by the Local Authority's Inclusion team.</p>
<p>Transitions</p>	<p>At Wood End Park Academy, we make every attempt to make the transition points through a child's school career as smooth as possible. For some children, detailed transition plans are required over and above the schools usual transition procedures listed as follows:</p> <p><u>Entering into Nursery: –</u></p> <ul style="list-style-type: none"> • Home visits from Nursery staff • Introductory visits • Tea parties for prospective children and their parents <p><u>Nursery into Reception : -</u></p> <ul style="list-style-type: none"> • Home visits from Reception Staff • Introductory visits <p><u>Between Year groups : -</u></p> <ul style="list-style-type: none"> • Whole day transition visit to new class to meet new teacher <p><u>Moving on to Secondary School: -</u></p> <ul style="list-style-type: none"> • Year 7 Heads of year visit Year 6 classes • Secondary SENDCo meets with primary SENDCo • Transition day visit to new secondary school • Additional visits for SEND pupils with high level of need or who may be classed as vulnerable.

	<p>For pupils with special educational needs extra meetings to share information between teachers, parents and the SENDCo are arranged.</p> <p>Other arrangements might include:</p> <ul style="list-style-type: none"> • Transition books • Transition photo albums (Passports) • Transition focus groups • Additional visits to new class prior to transition day • Additional visit to secondary school prior to transition day with staff • The SENDCo liaises closely with the school or local authority that the child is transferring to. • Members of the Inclusion Team visit pupils in a new school setting if appropriate • Plans outlining strategies and a timeline of support are shared with relevant staff <p>Casual admissions (children joining the school in the middle of the year): For pupils with SEND joining mid-year, electronic and paper files will be accessed from the child's previous school. The SENDCo will request a meeting with the parent and child in order to discuss the nature of the child's SEND need and to find out what support the child has benefited from previously. In some cases, in order to make the transition as smooth and as effective as possible, a phased entry may be put in place with the child attending part-time initially and building to full-time as soon as is appropriate. The SENDCo also liaises with the previous school.</p>
<p>Helpful Contacts</p>	<p>Principal: Ms S Johra Special Educational Needs Co-ordinator: Mr A Bhatt LAC Lead: Miss C Grice SENDS Teacher Years 3 and 4: Ms M Meturia SENDS Teacher Years 5 and 6: Mrs T Roy Pupil Lead (how to manage pupils' behaviour): Mr K Bansal Deputy Principal (Designated Safeguarding Lead): Miss Evelyn Joseph Chairman of the Academy Council: Mr Deepaman Prabahkar SEND Governor: Mr Deepaman Prabahkar</p> <p>The above members of staff can be contacted via the school office on; 0208 5737829 or wepaoffice@theparkfederation.org</p> <p>Do not hesitate to contact the relevant member of staff if you have any further queries or comments regarding the academy's provision for pupils with SEND.</p>