



Astrea Academy Woodfields  
Special Educational Needs and Disability Provision  
Information Report

Policy last updated: March 2019 | Next review date: March 2020

J Cater – SENCO until April 28<sup>th</sup> 2019

J Boulter - SENCO from 29<sup>th</sup> April 2019

## Special Educational Needs and Disability Provision at Astrea Academy Woodfields

Astrea Academy Woodfields is part of the Astrea Academy Trust family



**Our Motto:**

**Building for the Future**

**Vision - How we support pupils with special educational needs or disabilities:**

We strive to work in partnership through innovation, creativity and challenge to endeavour that pupils at Astrea Academy Woodfields will become successful, motivated citizens.

Astrea Academy Woodfields is an inclusive and comprehensive secondary school which provides for students aged 11 to 18.

From September 2018, students with cognition and learning difficulties will attend additional intervention sessions. When appropriate students will have access to literacy programmes which may include the use of the library and ICT. Students will have the option of being supported by the SEND team during lunch time and after school.

Astrea Academy Woodfields has not yet received an Ofsted Inspection. The last Ofsted Inspection was for Balby Carr on 24th April 2018. The full report can be viewed on Ofsted's website: <https://reports.ofsted.gov.uk/provider/23/140177>

## **Which Special Educational Needs does Astrea Academy Woodfields cater for?**

The SEND Code of Practice 2015 outlines four areas of need of special educational needs and disabilities. The four broad areas of needs are: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and Physical Needs. This means that whatever needs a pupil has, the characteristic of their needs can be placed into one or more of the aforementioned broad areas of needs.

At Astrea Academy Woodfields we provide support for students with needs within these four broad areas. For example, for pupils with:

- Moderate Learning Difficulties;
- Social Emotional and Mental Health;
- Specific Learning Difficulties;
- Speech, Language and Communication Needs;
- Autistic Spectrum Disorder;
- Hearing Impairment;
- Visual Impairment;
- Physical Disabilities.

## **How does Astrea Academy Woodfields ensure that pupils who need extra help are identified early?**

Pupils are identified as having special educational needs through a variety of methods:

- Pupil performing below age expected levels;
- Concerns raised by parent;
- Concerns raised by teacher, mentor or Head of Year (for example, behaviour or self-esteem is affecting performance);
- Consultations between subject teachers, the SENCO and members of the leadership team;
- Analysis of academic data collected;
- Year 6 transition programme and links with Primary / Feeder school SENCOs;
- Liaison with external agencies e.g. Educational Psychology Service;
- Health diagnosis through a paediatrician;
- Liaison with previous school or setting, if applicable.



If you think that your child may have special educational needs – talk to us.

We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents and hope that they are able to do the same with us.

## How will Astrea Academy Woodfields support my child?

All pupils have **Wave 1 intervention** which is quality first teaching. Teachers deliver differentiated lessons with differentiated tasks and resources. Different learning techniques are employed in lessons – auditory, visual and kinaesthetic. The teacher has the highest possible expectations for the pupil. Teaching and learning is supported by a programme of drop-ins and observations.

Pupils who do not make expected progress at Wave 1 will receive **Wave 2 intervention**. A “catch up” programme is delivered by subject departments, which includes interventions such as additional teacher support at break, lunch, after school, individual intervention action plan, meetings with pupils and parents.

Pupils who require support which is additional to and different from Wave 1 and Wave 2, will receive **Wave 3 intervention**. This is recorded on the whole school Seating Planner. **Wave 3** support can be:

- Small group literacy intervention
- Access at school and at home to the computer literacy programmes.
- Access at school and at home to the computer numeracy programmes
- Key worker, support session and safe haven
- Teaching assistant support within mainstream lessons
- Exam access assessments.

## **How does Astrea Academy Woodfields provide additional support for children who have social and communication needs?**

- Key worker identified.
- ASD support group.
- Work closely with external Autism Specialist Teachers.
- Safe haven identified.
- Safe staff identified.
- Advice taken from the specialists such as Educational Psychologists/Speech and language therapists.
- Reasonable adjustments to behaviour policy (including isolation procedure) and behaviour reports.
- Access to counselling and emotional support as required.
- PEEP (personal emergency and evacuation plan) in place as required.
- Aiming High referrals.
- Travel training programme for students on the autistic spectrum in conjunction with ASCETS.

## **How does Astrea Academy Woodfields judge if the intervention has had an impact?**

The provision for students on the SEN register will be outlined in their support plan and/or Educational Health and Care Plan (EHCP). Support plans are reviewed a minimum of 2 times per year and EHCPs are reviewed annually. The pupil and the parents/carers are involved in this assess, plan, do, review cycle. The plan supports the pupil in achieving his/her aspirations. A copy of the plan is issued to parents/carers and the plan is also shared with all teaching staff to inform their delivery of teaching and learning.

The SEND team tracks pupil progress and analyses the delivery of SEND interventions on a provision map. This details the interventions used, the baseline assessment upon entry to the intervention programme and termly assessments. This provision map is shared with and monitored by the SENCO who reviews the impact and effectiveness of interventions.

Pupils may be taken off the SEN register when they no longer require support that is 'additional to' or 'different from' that required by their peers in order to make sufficient educational progress.

The SENCO liaises with the pastoral team, the lead for attendance and the lead for behaviour to track additional information (for example, attendance, praise and reward and behaviour).

## **How will Astrea Academy Woodfields help me to support my child's learning?**

- Each pupil is provided with a school planner. Information between home and school can be communicated via the planner.
- The school's website has links to the local offer and other supportive policies.
- There is a homework club which runs after school.
- The SENCO and the pastoral team can offer advice and practical ways you can support you child at home.
- Where needed, a Support Plan is put in place. This plan will have individual outcomes which will be discussed with you regularly. You will be issued with a copy of this plan. The outcomes are SMART (specific, measureable, achievable, realistic, time scaled) and pupil-centred, with the expectation that the pupil will achieve the target by the time it is reviewed. Resources will be allocated according to need.
- If your child has complex special educational needs or a disability requiring high levels of support, they may have an Education, Health and Care Plan (EHCP), which will be reviewed annually.
- Where necessary, external agencies will be involved in the assess, plan, do, review process. Recommendations from these agencies will be shared with you so that strategies can be implemented at school and at home.

## **What specialist services and expertise are available at or accessed by the school?**

- The SENCO and other school staff are able to access support from the central Astrea Inclusion Team.
- The school has a specialist ASD teaching assistant who liaises with parents/carers of autistic students and is a key worker for high need autistic students.
- The school has a specialist SEMH Higher Level Teaching Assistant who supports and delivers interventions for students with social, emotional and mental health difficulties.
- The school SENCO liaises directly with the CAMHS officer.
- The school has a counsellor.
- The school has an EAL team which includes a Polish and Slovak speaker.
- There are Higher Level Teaching Assistants to support SEND students in lessons and deliver interventions.
- The school offers careers advice to pupils.
- We also work closely with any external agencies that we feel are relevant to individual pupil's needs within our school. These may include: GP; School Nurse; Clinical Psychologist; Paediatrician; Speech & Language Therapist; Occupational Therapist; Educational Psychologist; ASCETS; Hearing Impairment Specialist Teachers; Visual Impairment Specialist Teachers; the Behaviour Support Service; the Child and Adolescent Mental Health Service (CAMHS); IFSS (Integrated Family Support); Greengables; JASP; EMTAS and Social Services.

**How does Astrea Academy Woodfields ensure that all the staff are trained and supported to meet a wide range of children's needs?**

- Whole school training for staff delivered by specialist teachers.
- Specialists provide bespoke training for SEND staff eg. The Autism Team, Sheffield Children's Hospital, The Visual Impairment team, The Hearing Impairment team.
- The SENCO attends Astrea SEND network meetings.
- Whole school training regarding differentiation.
- All staff are required to complete safeguarding training.
- Lesson drop-ins with a SEND focus.
- Rigorous Performance Management Programme for teachers and higher level teaching assistants.
- All staff have access to electronic information about SEND students.
- Whole school training delivered by the Astrea Inclusion Team.

## **How does Astrea Academy Woodfields manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the school medical officer if medication is recommended by Health Professionals to be taken during the school day.
- The school medical officer will administer medicines when a child has a Health Plan which specifies that medication is required in school. The Health plan and any emergency procedures are completed in conjunction with parents.
- The SENCO liaises with the medical officer to ensure that any additional SEND needs are met.
- Staff are informed about those students who have a medical need and a Health Plan.
- There are identified staff in school who are first-aid trained and who have specific training to support medical conditions, such as Epilepsy.
- A PEEP (Personal Emergency Evacuation Plan) is in place for those pupils who require support in evacuating the school in an emergency.

### **How will my child be able to contribute their views?**

- We value and celebrate each pupil's views on all aspects of school life.
- Pupils are identified and invited to attend the School Council. The role of the School Council is to voice ideas and suggestions about school life at Astrea Academy Woodfields.
- A panel of pupils is involved in the interview process for the recruitment of new teaching staff in school. This panel has the opportunity to question candidates and feedback to the interview team.
- The views of students with a support plan, a statement of special educational needs or an education, health and care plan are sought throughout the assess, plan, do, review cycle. These views may be expressed in the form of a 'One Page Profile'.
- SEND pupils have the opportunity to meet with SENCO and express their views through Pupil Voice activities.

## **How is the Transition Management Board / Local Committee (LECC) involved and what are their responsibilities?**

- The SENCO reports to the local committee / Transition Management Board to inform them about the progress of pupils with special educational needs or disabilities; this report does not refer to individual pupils and confidentiality is maintained at all times.
- There is a good balance between challenge and support from the Transition Management Board / LECC
- For more information about the governance structure within Astrea Academy Trust, please see <https://astreaacademytrust.org/about-us/governance/>

## **How will my child be included in activities outside the classroom including day and residential trips?**

- Throughout the academic year a series of educational trips and visits are timetabled. This information is published and shared with students/parents/carers. We aim for all pupils to be given the opportunity to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- All pupils are encouraged to support charity events. Charity events are organised by pupils.
- Each year, the PE faculty organises a whole school sports day which is differentiated accordingly.
- The creative faculty in school presents an annual school production and other spectacles throughout the year. All pupils are encouraged to be involved in these extra-curricular activities.
- Astrea Academy Woodfields has a thriving Sports Academy and access to a multitude of sports facilities – BMX track, multi-use games area, indoor gym. Pupils have the opportunity to partake in extra-curricular clubs and to access these facilities.

## **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new pupils to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When children are preparing to leave Year 6 and to enrol at secondary school, we support the Year 6 transition week for pupils with special educational needs. This week allows students to become familiar with their new setting, to make contact with new pupils, to meet the SEND team and teachers, and to reduce anxieties about transition. For students who have an Education, Health and Care Plan, we will endeavour to attend annual reviews and be involved in the assess, plan, do, review cycle.
- We use social stories with children to help explain and prepare them for any major transition as well as other strategies advised by the previous educational provider.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health and Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
- We work with the SEND team at Doncaster College. This team are involved in the transition programme from Year 11 to post 16 provision.

### **How are parents/carers involved in school life?**

- Parents/carers of pupils with special educational needs are invited to contribute to the assess, plan, do, review process.
- Parents/carers are invited to attend at least one parent's evening per academic year. This provides the opportunity to meet with subject teachers.
- Options evenings are held to allow parents/carers and students to discuss options and pathways with subject teachers. These events are supported by the SEND team.
- Astrea Academy Woodfields works in partnership with parents/carers. Parents/carers can arrange appointments to see the pastoral team or key workers in school.
- Parents/carers views are considered if producing a pupil passport (which defines strategies of support for a pupil).

### **How accessible is the school environment?**

- The SEND learning area, which are home to Wave 3 SEND interventions, are at ground floor level, are wheelchair accessible and within close proximity to disabled parking. There are 2 disabled parking bays with access to the main entrance.
- There are disabled toilets in the main school near reception and in the Sports Academy. The Sports Academy building is accessible by wheelchairs.
- The school has an Accessibility Plan – please see the Academy Policies page of our website.

### **Who can I contact for further information or to discuss a concern?**

- The first point of contact would be your child's Head of Year to share your concerns.
- You could also arrange to meet with the SENCO.
- Academy Complaints procedure: <https://www.astreawoodfields.org/parent-information/raising-a-concern/>
- Refer to the Local Offer on the Doncaster Local authority website: <http://www.doncaster.gov.uk/services/schools/local-offer-send>
- SENDIAS (formerly known as SAIDSEND) provides information, advice and support (IAS) to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues. <http://www.doncaster.gov.uk/doitonline/sendias-support-request-form>

### **Who should I contact if I am considering whether my child should join the school?**

- Contact Adam Atkinson, Deputy Head.
- See our Admissions information: <https://www.astreawoodfields.org/about-us/admissions/>

### **Information in alternative formats**

If you have a disability and would like to receive information in an alternative format, please contact the SENCO.