

# Astrea Academy Woodfields

## SEN Information Report



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Written by:	Natalie Porteous-Kaur - SENDCo
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## **1. Introduction and legal framework**

Astrea Woodfields is a mainstream school who joined Astrea Academy Trust in 2018. The proportion of students known to be eligible for free school meals is higher than the national average. The proportion of students known to have English as an additional language is above the national average. The proportion of students known to have SEN is higher than the national average, however the number of EHCPs within Astrea Woodfields is slightly lower than national average.

As an Academy we must publish information about the implementation of our policy for Scholars with Special Educational Needs and disabilities (SEND) in our SEND Information Report and Inclusion Policy. This SEND Information report will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required for the report is set out in the Special Educational Needs and Disability Regulations 2014. The SEND Information Report can be cross referenced with the School's Inclusion Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and subsequent updates). The intent of the SEND Information Policy is to ensure Astrea provide an inclusive learning environment through the use of Quality First Teaching and invisible intervention which ensure outcomes for scholars with SEND are the same as those for all children and young people.

### **Our Ethos:**

*We believe that every teacher is a teacher of every child. The SEN department at Astrea Woodfields will work both inside and outside of the classroom in order to support students to access a broad and balanced curriculum and ensure that all students have the chance to be involved in all activities.*

## **2. Named SENDCo and their contact details**

SENDCo: Ms Natalie Porteous-Kaur.

Telephone: 01302 312140

Email: [natalie.porteous@astreawoodfields.org](mailto:natalie.porteous@astreawoodfields.org)

### **3. The SEN Cohort at Astrea Academy Woodfields:**

K (Receiving SEN support)	125
Education, Health and Care Plan	7

### **4. Policies for identifying children and young people with SEND and assessing their needs:**

#### **How do we know if your child needs extra help?**

Using information gathered from Primary school, new entrants will be set targets upon joining our academy. We track your child's progress towards these targets at the end of each term. If your child is working significantly below the expected levels of progress, we will increase levels of support as needed.

#### **Indicators we may use to identify difficulties accessing learning:**

- Significantly slower progress than that of their peers at the same starting point.
- Concerns from class teachers, pastoral leaders, heads of department and parents have been raised.
- Unable to match or better previous progress made.
- Year 6 transition SEN information shared through Primary SENDCos.
- A need for external agencies and specialists e.g. Educational Psychologists, Counsellors, Therapists
- A need for an Educational, Health and Care Plan.

#### **How will Astrea Woodfields support my child?**

Our first response is always through Quality First Teaching targeted at areas of weakness. If progress continues to be slower than that of their peers who have the same starting point, the SENDCo will investigate the possibility of there being a special educational need. Following this, rigorous intervention can then be put in place in order to address areas of weakness where appropriate. At a point where a student is receiving specialist intervention or SEN support, they will be placed on the SEN register.

At all areas of support, the teacher remains responsible for the academic progress and outcomes for the child. This includes how teaching assistants and specialist staff may be deployed in their lessons.

All students on the SEN register will follow Assess, Plan, Do, Review cycles with members of the SEND team in order to monitor their progress.

**Access-** The scholar's learning struggles are investigated, observations of that scholar in learning may take place, and further testing may be carried out to identify areas of weakness.

**Plan-** A support plan is put in place that details how we, as a school, plan on addressing areas of weakness. This may include specialist teaching strategies, specialist intervention, additional provisions.

**Do-** The support/ intervention is carried out with the scholar.

**Review-** Support is reviewed termly and increased as appropriate or decreases if Quality First Teaching is meeting need.

## **5. How Astrea Academy Woodfields works with specialist professionals:**

Where a scholar is displaying a higher level of need, Woodfields will draw on the expertise of specialists such as Educational Psychologists, Speech and Language Therapists, ASCETS, BOSS, counsellors and Occupational Therapists. These professionals will work in partnership with the scholar, the parents and the SENDCo in order to provide the highest quality of support.

## **6. Examples of support available to scholars:**

- 1:1 counselling support from With me in Mind or our onsite counsellor.
- Involvement from an Educational Psychologist or other specialist that is targeted towards their individual needs.
- Lingo Speech and Language therapy
- Fresh Start phonics intervention
- Corrective maths intervention
- PEEP (personal emergency and evacuation plan) in place as required.
- An additional adult in their classroom, such as a teaching assistant.
- Increased pastoral support or a pastoral support plan put in place.
- Increased Apollo tutor check ins to support mental health and wellbeing.
- Coloured over-lays given to those students identified as needing them.
- Individualised reasonable adjustments agreed by the Leadership team.

The level of provision for students with SEN is outlined in the school's local offer:

[Local Offer - Special Educational Needs / Disabilities \(SEND\) - Homepage - City of Doncaster Council](#)

## **7. Evaluating the effectiveness of the provision made for children and young people with SEND:**

### **How do we Assess and Review Progress and the Effectiveness of the Provision Received for Students with Special Educational Needs?**

We monitor the quality of the provision received by all students (including those with SEN) as part of the Academy's Quality Assurance after each assessment of progress. Assessment formally occurs at least twice a year. This rigorous process enables us to identify areas where the provision requires adaptation to ensure the best academic outcomes.

If a student participates in an intervention programme, the impact is measured (where possible) by testing the skill on entry and exit. The impact of some interventions is not quantifiable, although we always evaluate how the students feel the intervention has enabled them to make progress.

## **8. Arrangements for consulting parents/carers and young people with SEND and involving them in education:**

All assessment data is shared with parents/carers by posting home the results of assessments. All parents/carers are invited to attend an annual parents' evening to discuss their child's progress with individual subject teachers. Pastoral staff have an overview of all students' data and are available to discuss any academic concerns following publication of this information. All parents of K/E students are involved in the review process of the APDR cycles.

Learning is planned by individual departments to meet the needs of all students. Departments follow Schemes of Learning that differentiate between the needs of different learners to ensure that progress is made at the required level by all. The learning in the Academy is supported by parents/carers, ensuring that independent tasks and homework are completed to a good standard and that their child is equipped and ready to learn each day.

## **9. The type of SEN needs that Astrea Academy Woodfields caters for:**

The SEND Code of Practice 2015 outlines four broad areas of need for special educational needs and disabilities. The four areas of need are: Communication and Interaction; Cognition and Learning; Sensory and Physical Needs; and Social, Emotional and Mental Health Difficulties. 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 scholars 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.

## **10. The expertise and training of staff to support children and young people with SEND:**

- 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 and Doncaster LEA SEND network meetings.
- Whole school training regarding Scaffolding and Inclusive teaching approaches.
- All staff are required to complete safeguarding training.
- Quality assurance cycles are completed 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 and are directed to this by the SEND team.
- 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 Care Plan which specifies that medication is required in school. The Health Care Plan and any emergency procedures are completed in conjunction with parents.
- The SENDCO 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 Care 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.

## **11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND:**

- Throughout the academic year a series of educational trips and visits are timetabled. This information is published and shared with scholars/parents/carers. We aim for all scholars 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.
- Any events such as sports days and school productions will be created with SEN in mind. Professionals in school will work alongside the SENDCo to ensure the appropriate adaptations are made.
- Lunch time electives are available to all students, including those with SEN. Lunch time electives are inclusive and adaptations are made to suit all scholars.

## **12. Arrangements for how scholars are supported through key transitions between educational establishments and information around new admissions**

- 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 aim to visit your child in their previous setting where possible.
- 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 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 provisions.

### **13. How the school supports scholars to share their voice and be an active part of their school journey:**

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

- We value and celebrate each pupil's views on all aspects of school life.
- The views of students with a support plan or an education, health and care plan are sought throughout the assess, plan, do, review cycle.
- SEND pupils will meet with the SENDCO and express their views through pupil voice activities.

### **14. Astrea Woodfields Accessibility:**

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

- Astrea Academy Woodfields comprises of a number of buildings on one site. The buildings cover a large site, and some are of more than one storey construction.
- All pupils can access the ground floor of all buildings
- There are disabled toilets in the main school near reception, in the new teaching block opposite the main student toilets and in the post-16 building. The post-16 building is accessible for wheelchair users.
- The school has an Accessibility Plan – please see the Academy Policies page of our website.

## **15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school:**

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

- Your first point of contact is your child's Pastoral Leader to share any concerns.
- If your concerns are SEN specific, you can arrange to meet with the SENDCO – Ms Porteous-Kaur.
- 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 provides information, advice and support to parents, carers, children and young people in relation to Special Educational Needs and Disability or related health and social care issues. <http://www.doncaster.gov.uk/doitonline/sendias-support-request-form>

## **16. Admissions information:**

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

- Contact James Furness who is our Leadership staff member for attendance.
- 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 SENDCO.