



The Woodland Academy Trust



Revealing the champion within
“growing in our thinking, learning and feeling together”

SEND Local Offer

Approved by: Executive Board

Date: September 2019

Next review due: Autumn 2020

All mainstream schools (including maintained schools and academies) have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be inclusive, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

The main areas of SEND, as defined in the SEND Code of Practice (2014) encompass the following four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At the Woodland Academy Trust our Local Offer of support reflects this and provides details of the resources, interventions etc. that we provide to support children with SEND. Due to the ever-changing needs of our children there may be additional support available that has not been covered here in this document. If you would like further information about what we offer at the Woodland Academy Trust then please do not hesitate to contact the SENDCO in each relevant school directly.

Knockhall	Northumberland Heath	Peareswood	Willow Bank
Ms Desai	Mrs Rouse	Mrs Company	Mrs Roscoe
01322 382053	01322 334638	01322 332379	020 83201900

The local authorities' local offer can be found at Bexley Borough <http://www.bexleylocaloffer.uk/> and Kent County Council <https://www.kent.gov.uk/education-and-children/special-educational-needs>

Provision Available

Needs		Support	Criteria
Communication and Interaction Needs	Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Access specialist teaching advice from LA teams • Social stories • Individual visual timetable • Calm and safe environment/work station for calming down • Key teaching assistant and/or learning mentor • Educational Psychology Service where deemed appropriate • Wellbeing dog support 	<ul style="list-style-type: none"> • Pupil being identified as having a social communication difficulty and is on the SEND register.
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Access to Speech and Language therapist and/or advisory teacher • SALT HLTA within school • Individualised speech and language programmes • Picture exchange communication system • Wellbeing dog support 	<ul style="list-style-type: none"> • Pupil identified with Speech and Language Difficulties and/or Delay by Speech and Language Therapist. • Depending on the severity of the child's needs, they may/may not be on the SEND register.
Cognition and Learning Needs	Moderate Learning Needs	<ul style="list-style-type: none"> • Screening programme to identify those who need targeted support • Interventions – small group and individual • Educational Psychology Service where deemed appropriate 	<ul style="list-style-type: none"> • Children identified as being below age-expectations in attainment and/or progress and seen to struggle to acquire and retain knowledge and/or skills. • Children unlikely to be on the SEND register unless difficulties are persistent.
	Specific Learning Needs	<ul style="list-style-type: none"> • Screening programme and further assessment to devise a bespoke programme by way of an ILP • Access to Educational Psychology Service when the school deems it appropriate 	<ul style="list-style-type: none"> • General screening programme identifies that the child is at risk of having a specific learning need. • Additional more detailed assessment (which may be carried out by and Educational Psychologist) will confirm this and give additional information about specific areas of need and how to best support them. • Child is likely to be on the SEND register.

Social, emotional and mental health difficulties	Social Needs	<ul style="list-style-type: none"> • Social Skills groups • Pastoral Care support/wellbeing coach • Social work support provided by external services 	<ul style="list-style-type: none"> • Staff observe child with needs in these areas. • Parents approach staff with concerns to be looked into. • Children may/may not be on SEND register depending on severity and persistence of needs.
	Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> • Outreach Support Service • Access to counsellor/wellbeing coach • Educational Psychology Service where the school deems appropriate • Tailored support package Early Help team • Hub provision • Wellbeing dog support 	<ul style="list-style-type: none"> • Staff observe child with needs in these areas. • Parents mention concerns to staff. • Children may/may not be on SEND register depending on severity and persistence of needs.
Sensory and Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> • Access to hearing impairment specialist for advice and support • Educational Psychology Service where the school deems appropriate 	<ul style="list-style-type: none"> • Identified by Health Services.
	Visual Impairment	<ul style="list-style-type: none"> • Access to visual impairment specialist for advice and support • Physical environment audit • Enlarged texts • Use of ICT equipment to support learning as needed • Magnifiers, specialised writing and maths equipment including writing slope, holder for text/whiteboard etc 	<ul style="list-style-type: none"> • Identified by Health Services.
	Multi-Sensory Impairment	<ul style="list-style-type: none"> • Risk assessment and individualised support • Range of sensory equipment to be used alongside the curriculum • Modified cutlery • Pencil grips 	<ul style="list-style-type: none"> • Identified by Health Services.
Medical Needs		<ul style="list-style-type: none"> • Specialist support • Access to specialist nurses following referral • Access to school nurse • Care plan • Medical room • Secure storage for medication • Health Care Plans 	<ul style="list-style-type: none"> • Identified by Health Services.

Frequently asked questions	
How will I know how my child is doing?	In addition to the normal school reporting process the class teacher and SENDCO will meet with you and explain school's concerns about your child's attainment and/or progress in the relevant area of concern, (academic or social, behavioural and emotional) At this meeting you will hear about your child's progress and attainment.
How does the school know how well my child is doing?	We assess the children regularly in the core academic subjects of reading, writing and maths. An individual teacher's assessments are then moderated by other staff, including the Leadership Team. In addition, all of our members of staff are constantly assessing our children's needs in non-academic areas, such as friendships and emotional well-being. We discuss children's needs in these areas and set up support for individuals/groups as needed.
How will I know what progress my child should be making?	All members of teaching staff are aware of expected levels of attainment and progress in the core subjects of reading, writing and maths. Children are assessed against these bench-marks. We are also aware of a range of assessment tools that allow us to assess children's social and emotional levels against those that are age-appropriate.
How will the curriculum be matched to my child's needs?	All lessons are differentiated. This means that the focus of the learning can be adapted so that more able children can be extended in their learning and less able children can be supported to make progress from their starting point. Adult support can also help to ensure that children can access the learning. If children require additional support in a subject to secure the basic skills, then additional lessons and/or interventions can be set up. We aim to provide many of our interventions at times outside the main lessons so that children are not excluded from the curriculum. In addition, we only run interventions that have a proven history of success and a positive impact on children's learning.
What are the school's approaches to differentiation?	Differentiation in learning is achieved through a range of methods including: <ul style="list-style-type: none"> • Extension/challenge work for more able children • Simplified work for children with a lower level of understanding/skills • Additional support including scaffolding for tasks, adult support, word-banks, writing frames, number squares, maths apparatus, visual aids The quality of all our teaching, together with the attainment and progress of every child is regularly monitored and support given to teachers through training to improve their differentiation to ensure that every child has the best possible teaching experience.
How does the school monitor the impact of extra support?	The approach taken to designing and implementing provision is constantly reviewed and updated to ensure it is effective in supporting the pupils with their learning and development. The progress of each child is also regularly tracked. Based on this information, interventions and other forms of support are adapted where necessary.
How will my child/young person contribute his/her views and how will the school support my child/young person to achieve this?	Children with an Individual Learning Plan or EHCP are involved in the creation and review of their plan on a termly basis. There is a section for them to contribute their views on school and their contribution to their own target-setting is encouraged.

What training have the staff supporting pupils with SEND had or having?	Staff with children in their class with specific needs/conditions will receive additional training as required, as well as regular training on SEND in the classroom.
How will my child be included in activities outside the classroom including school trips?	<p>We make every effort to include all our pupils in all aspects of school life. As a school where we strongly believe in the value of learning outside the classroom, we organise many trips to enhance our pupils' learning. In addition, we offer a range of extra-curricular activities run by our own staff and outside providers</p> <p>In order to include all our pupils in these experiences we can provide:</p> <ul style="list-style-type: none"> • Additional member of staff to support the child to access the activity • Social story to prepare child for different circumstances • Adapted activities (e.g. in sport) • Invitation to parents to accompany their child
How are school resources allocated and matched to pupils' special educational needs?	We regularly review children's attainment and progress data, identify any pupils who are making inadequate progress and/or not meeting age-expectations and plan support accordingly. In addition, pupils with SEND will have support packages agreed by parents and school, and the impact of the support can be regularly reviewed and adapted as needed.
How is the decision made about how much support my child will receive?	It will be a joint decision, involving parents/carers, school, and, where appropriate, the child.
How does the school communicate with parent/carers whose first language is not English?	We would use a range of resources for this, including translators for meetings where possible and translated versions of any written information.
Who should be my first point of contact if I want to discuss concerns about my child's progress?	Your first point of contact should always be your child's CLASS TEACHER. They may decide to refer the matter to a senior member of staff and/or the SENDCO.
What should I do if I wish to complain about the provision made for my child at school?	We aim to make the utmost effort to work with parents/carers to jointly plan support packages for pupils with SEND. If you are not happy at any time with the provision your child is receiving, you should first speak to your child's class teacher. It is likely that the teacher will consult with our SENDCO who will contact you to arrange a meeting to resolve the issue. If you are still unsatisfied, please refer to our Complaints Procedure, which is on our website.