



Shaw Wood Academy SEN Offer 2016-2017

Our school

Shaw Wood is a converted academy (September 2012). Our school is situated on the outskirts of the large ex-mining village of Armthorpe. It has a varied catchment area with a mix of owner occupier, LA and private rented accommodation. The school is a larger than an average Primary school, with two form entry across the school that has increased to three form in some year groups (Y1,Y2, Y4, Y6).

Attainment on entry to F1 is normally below age related expectations. A characteristic of note is that a high proportion of pupils begin at Shaw Wood with very low communication and social skills, emphasising the need to recognise the progress and achievements of these pupils from their individual starting points.

How we identify if your child may need additional help and/or has special educational needs (SEN)

At different times in their school life, a child may have a special educational need. The code of practice 2014 defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.*

Where pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from the teachers and assessments.

There can be many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract from learning. Our school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that require special educational provision will be identified as having SEN.

How we involve parents and carers in meeting the needs of their child and in whole school developments

A child's parents have a wealth of knowledge and information about their child and are therefore an important link in the education of their child. They can provide a valuable source of support for their child's learning at home.



At all stages of the special needs process, the school endeavours to keep parents fully informed and involved. Whenever possible, we do our best to take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

How we will involve your child in the planning and review of their support

Children in Shaw Wood Academy who are capable of forming views are involved and encouraged to express their opinions and receive information about their learning, targets and matters affecting them. This is done through using Child Centred SEN Support Plans. We are aware that their views however should be given due weight according to their age, maturity and capabilities

How we match the curriculum, teaching and learning approaches if your child has SEN

If a learner is identified as having SEN, we will provide support that is 'Additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching' intended to overcome the barrier to their learning. This support is set out in the individual year group provision maps and SEN support plans.

Provision maps are planned and reviewed on an 8 weekly cycle linked to the whole school assessment cycle.

When providing support that is 'additional to' or 'different from' we engage in a 4 stage process: Assess, Plan, Do and Review.

How we provide additional support if your child has learning needs

- Individual SEN support plans with SMART targets
- Class provision mapping
- Use a range of specialised resources to support the child
- Differentiated curriculum

How we provide additional support if your child has social and communication needs

- Support and outreach from ASD team
- Individual SEN support plans with SMART targets
- Class provision mapping
- Use a range of specialised resources to support the child (e.g. visual timetables and cues)
- Experienced and fully trained full time speech and language TA to work through the specific targets and programmes

How we provide additional support if your child has physical, sensory and/or medical needs

- Support and outreach from the school nurse team, ASD, visual and hearing impairment teams



- Individual SEN support plans with SMART targets
- Class provision mapping
- Use a range of specialised resources to support the child
- School sensory room

How we provide help to support your child's emotional health and well being

- Thrive
- Full time pastoral manager
- Full time behaviour manager
- Play therapy
- Child counselling
- Individualised support plans- circle of friends, anger management, confidence boosting
- Family support

How we promote developing independence

- TA support shared and independence encouraged
- Targets based on achieving independent tasks- rewards
- Differentiated tasks so all children can work independently at their own level
- Investigative tasks to encourage independent learning
- Plan, do, review process
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How we measure and review your child's progress against their targets and longer term outcomes

When providing support that is 'additional to' or 'different from' we engage in a 4 stage process: Assess, Plan, Do and Review.

Assess- this involves taking into consideration all the information from discussions with parents, the child, class teachers and assessments.

Plan- This stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on SEN support plans. They will form the basis for termly review meetings, held as part of parent/teachers consultations.

Do- providing the support- extra assistance for learning or learning aids- as set out in the plan.

Review- measuring the impact of support provided, and considering whether changes to that support need to be made. This is recorded on provision map and support plan. This stage then informs the next cycle, if necessary. Parents are informed through termly meetings or consultations. Children are informed of their progress towards targets during the half termly meetings.

The children are also discussed during termly Pupil Progress meetings with the Senior Leadership Team (SLT).



Data is collected for a child on a termly basis. This is analysed by SLT (including the SENCO) to look at progress and impact of intervention and teaching.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

- We make amendments to the classroom to accommodate all children, including those with SEN
- Accessibility plan up to date and complete

How we include children with SEND in the life of our school

At Shaw Wood Academy we believe all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

- All staff to complete SEN code of practise Educare programme
- SENCO regularly attends update meetings
- Specialist and experienced TAs- speech and language, dyslexia, ASD
- Regular and rigorous classroom monitoring, with a focus on SEN
- Termly training for all staff based on SDP

External support and expertise we can call upon to help us to meet children's needs

- Educational psychology
- CAHMs
- School nurse and health visitors
- ASD team
- Visual and hearing impairment team
- Play therapist
- Child counsellor
- Speech and language therapy
- Occupational and physiotherapy

How we prepare children to join our school

- Home visits
- Regular transition visits into school



- Visits to current day care setting
- Parent meetings

How we prepare children to move on from our school

Transition is part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a children with SEN. Consequently, we closely work with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the schools will take place in the summer term; arrangements for transition to Secondary school for children with SEN will be planned according to individual need.

During Year 6, information- previously agreed with parents- will be shared with the SENCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and in some cases, staff from the new school will visit him or her at Shaw Wood or staff will accompany the child on visits to their next school.

How we deploy our resources to meet the needs of children with SEND

- All classes have a teaching assistant to support with day to day interventions and provision mapping
- Learning support assistants are assigned to children with statements/ EHC plans
- Additional 1:1 speech and language intervention and therapy with specialist TA (linked to plans and specific need)

Contacts for more information

Head teacher/ Principal: Jo Campbell or Lindsey Taylor (Head of school and SENCO)

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SEND Policies and SEN Information Report link(s):