



## **Shaw Wood Academy SEND Information Report 2023-2024**

Welcome to our SEN information report which is part of the Doncaster Local Offer for learners with Special Educational Needs or Disability (SEND). All governing bodies of schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEN. This information is updated annually.

At Shaw Wood Academy we value all members of our school community. Our local and school offer has been produced with pupils, parents, governors and members of staff. We welcome your comments on our offer, so please do contact us. The best people to contact are:

Executive Headteacher- Mrs N Parker-Watts

Special Educational Needs Coordinator and Deputy Headteacher- Mrs L Taylor

### **Our Approach to Teaching Learners with SEN**

At Shaw Wood Academy we ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEN, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children with SEN, parents, intervention group leaders and external agencies.
- We acknowledge and draw on parent's knowledge and expertise in relation to their own child.
- Through a 1:1 mentoring approach the children are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development.
- We ensure that consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.

### **Identifying the Special Educational needs of pupils**

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.

### School SEN profile

	National (Primary)	School
% of SEND	13.5%	18.1%
% of EHCP	2.5%	2.7%
% of boys with SEND	63.8%	73.1%
% of girls with SEND	27.6%	26.9%

In 2023-2024 our SEN profile shows that we have 68 children (18.1%) identified as needing SEND support- 4.6% above the national. We currently have 10 children in school with an EHCP plan and 3 children who have Early Intervention Allowance funding within Early years. These children will also need an EHCP by the end of the year.

35 children (51.5%) are identified as having SEN linked to Cognition and Learning (including maths, reading, writing and spelling)

21 children (30.9%) are identified as having SEN linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)

1 child (1.4%) is identified as having SEN are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

11 children (16.2%) are identified as having SEN linked to Social, Emotional and Mental health (including such as ADHD, ADD, Attachment disorder, anxiety and depression)

### **What should I do if I think my child may have Special Educational Needs (SEN)?**

If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher or Mrs L Taylor (SENCO) to discuss your concerns.

### **Support for children with Special Educational Needs**

*From March 2021, our school has adopted Doncaster Local Authorities [Graduated Approach](#) for SEND children in our school. This allows us to work cooperatively across schools and access support from a wide range of specialist services and agencies. Therefore we are able effectively meet the needs of children to ensure they make the best progress and are happy within our setting. [For further information on how the graduated approach is used within our school please see the additional information/heading below.](#)*

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 progress: 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 1:1 half termly meetings. The children are also discussed during termly Pupil Progress meetings with the Senior Leadership Team (SLT).

This additional support, 'intervention' will be tailored to the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These interventions may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents in school.

For a small number of learners, their needs may require access to technology, e.g. Modified ICT equipment, recording devices etc.

While the majority of learners with SEN will have their needs met in this way, some may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan.

### **The Graduated Approach**

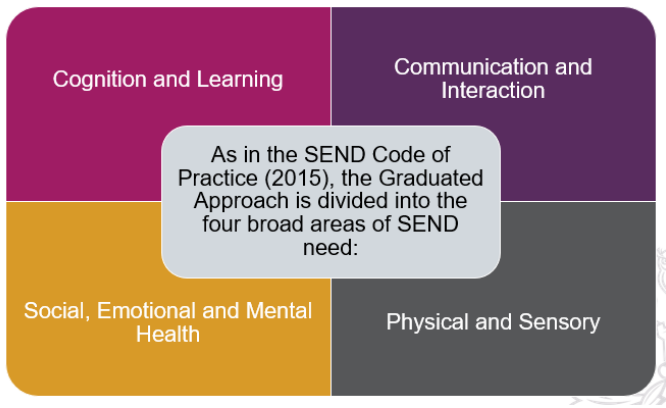
Using the Doncaster graduated approach specialist practitioners from the Local Authority and agencies will work with school to support the identification, intervention, engagement and support of children who have additional needs. This is designed to:

- Provide a clear and structured approach for helping children access their learning environment
- Provide step by step guidance for the systematic gathering of evidence
- Create an expectation that all schools adopt a comprehensive and consistent approach in meeting children's needs
- Ensure that 'high quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEND' (SEND Code of Practice Jan 2015)
- Ensure that access to support is equitable and based upon a cycle of assess, plan, do, review (as set out in the code of practice)
- Take into account the child's voice throughout
- Form part of the 'Local Offer' with support determined by the graduated intervention levels

School will use the Graduated Approach Toolkit as:

- a self-help guide when considering support and provision
- a point of reference when deciding intervention levels
- an audit tool for children and good practice in school
- a guide for partnership work, clarity and transparency for parents

The support is split into 4 levels of support:



For further information please visit

<https://www.doncaster.gov.uk/services/schools/graduated-approach-toolkit>

### **Assessing the Impact of Intervention**

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention- this will provide the point of reference for measuring progress made by a child- and target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and intensity. The termly reviews will involve the children and their parents, as well as the class teachers.

When difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with parental consent. This might involve: Speech and Language therapy services, Occupational Therapy, physiotherapist, a specific advisory teacher (ASD Team, Visual and hearing impairment team), Educational Psychologist or Health services. Further advice and support will be accessed through the [Graduated Approach](#).

When a child has an Education, Health and Care Plan (EHC), there will be an annual review held in addition to the termly meetings, taking into account the views of the child, their parent, and all other professionals involved with the child.

### **Opportunities for Enrichment**

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.

### **Preparing for Next Steps**

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.

### **Support for improving emotional and social development.**

We have a strong pastoral team at Shaw Wood Academy. We believe that it is very important to listen to the views of children and families. Our school employs a full-time Pastoral Manager (Miss Debbie Rees), who is responsible for supporting children and their families, in particular those more vulnerable. In addition, we also employ a full time

Health and Wellbeing (Mrs Marie Tame), who is responsible for the daily monitoring of the behaviour systems in school. She also works closely with children to ensure they feel happy and safe in school.

Our school has the facilities to offer:

- Circle of friends
- Anger/ stress management
- Getting ready to learn
- Thrive
- Individual support plans (behaviour, attendance)

### **Have your say**

Shaw Wood Academy are committed to providing the very best education for all children. This report details our annual offer to learners with SEN. To be effective it needs the views of all parents, children, governors and staff.

Please engage fully with our annual process to 'assess, plan, do and review' provision for SEN children.

If you have any comments, please contact Mrs Taylor at [admin@shawwood.doncaster.sch.uk](mailto:admin@shawwood.doncaster.sch.uk) or on 01302 831307.

For the Doncaster local offer please follow this link:

<http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>

### **Complaints Procedure**

Parents should discuss any problems with the class teacher, SENCO and Headteacher in the first instance. Most problems are resolved in this way, particularly if parents maintain a regular contact with the school. If parents are still dissatisfied an approach to any member of the Board of Governors can be made, but if the matter still cannot be resolved, parents can make use of the formal arrangement for making complaints.

For details of the complaints procedure and for support relating to SEN and related matters please contact:

Doncaster Parent Partnership

Doncaster Council  
Civic Office  
Waterdale  
Doncaster  
DN1 3BU