



# SEN Information Report 2024-2025

## **Special Educational Needs and Disabilities Coordinator:**

**Miss. G. Fox (Post Graduate Certificate in Special Educational Needs Coordination)**

**Review date:** September 2025

\*If changes occur during the school year the policy will be updated accordingly. Local

Offer Contribution: available on the school website. For Sandwell Local offer please visit:  
[www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

Wood Green Academy is a fully inclusive mainstream secondary school that caters for a range of special educational needs and disabilities (please see the Academy's Vision Statement available via the school website.)

## **What is Wood Green Academy's whole school approach to inclusion?**

Wood Green Academy strives to work together with all stakeholders pro-actively and enthusiastically so as to inspire all young people to achieve their personal best and be well equipped for the future.

Young people, parents, carers, staff and governors are the family of Wood Green Academy who work in partnership to ensure that every young person will have a curriculum appropriate to their needs and aspirations, allowing them to achieve their full potential both academically and personally.

Wood Green Academy is a safe, secure and nurturing environment where everyone feels supported in an atmosphere of mutual tolerance and respect. All staff at Wood Green Academy have a responsibility to meet the individual needs of all young people at the Academy. Furthermore, all young people have the right to a broad, balanced and relevant curriculum that cultivates social and educational inclusion.

## **Where is it located and how are decisions made about who can use your service?**

Wood Green Academy is an 11-18 mixed comprehensive situated in the Wednesbury North area of Sandwell. Wood

Green Academy is a fully inclusive school that strives to meet the needs of all young people. As required by Regulations the school will give first priority to applications on behalf of children in public care (looked after children). Children with statements of Special Educational Needs and Education, Health and Care Plans naming the academy must also be admitted.

Wood Green Academy is a Specialist Sports College and admits 10% of PAN on Sporting Aptitude. (please see the Admissions Policy for further information.)

## **1. What are the kinds of special educational needs for which provision is made at Wood Green Academy?**

Children and young people's Special Educational Needs are generally thought of in the following four broad areas of need and support. To find out about how the Academy strives to meet the needs of young people at a Universal, Element 2 and Element 3 Level, please see the 'School Offer.' Listed below are broad definitions of the types of needs for which provision is made available.

## **Communication and Interaction**

The difficulties experienced by young people with communication and interaction difficulties are wide ranging. Some young people may have difficulties with speech, language or communication or all three. Difficulties may be mild or complex. These young people include those who demonstrate features within the autistic spectrum. (ASC)

Asperger is a form of Autism in that it affects the way a person communicates and interacts with others. Language may be affected to a lesser degree, but can affect vocabulary choices and social language may be limited. Asperger Syndrome may not cause learning difficulties.

## **Cognition and Learning**

The Academy has much experience in supporting the needs of young people who have cognition and learning difficulties. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs (see below) and are often associated with other difficulties such as communication / language difficulties or sensory impairment. A detailed assessment of need is always conducted to ensure that the full range of an individual's needs is identified, not simply the primary need.

## **Mild and Moderate Learning Difficulties (MLD)**

Pupils with general learning difficulties experience significant problems across the majority of the curriculum. Whilst they achieve optimal rates of progression, their general level of development and academic attainment is significantly below that of their peers.

## **Specific Learning Difficulties (SpLD)**

### **Dyslexia**

Dyslexia affects the learning of literacy skills. Other symbolic systems such as Music and Maths may also be affected. The word dyslexia means 'dys' difficulty and 'lexia' language. Dyslexia is congenital which means people are born with it.

### **Dyspraxia**

Pupils with dyspraxia have difficulty in 'doing' therefore coordination and fine motor control may be affected.

### **Dyscalculia**

Dyscalculia is difficulty in learning or comprehending arithmetic, such as difficulty in understanding numbers, learning how to manipulate numbers, and learning facts in Mathematics.

### **Social, Emotional and Mental Health Difficulties (SEMH)**

This relates to young people who may have problems with their emotional and social development. Whilst this is not an exhaustive list, a young person may present behaviours such as: social and/or emotionally withdrawal; low self-esteem; angry outbursts and disruption. The Academy works closely with outside agencies to make best use of its universal provision and act on advice given. The Academy works in consultation with a range of outside agencies, the young person and parents/carers to identify if a young person has a Social, Emotional and/or Mental Health difficulty.

### **Physical and/or Sensory Needs**

Some young people with physical and sensory needs have no cognition and learning difficulties in school; however, they may experience difficulty in accessing the curriculum and as a result they may need extra support or differentiated resources. Please find listed below the types of needs the Academy has or is currently making special educational needs provision for:

### **Hearing Impairment (HI)**

A young person with permanent hearing problems may be experiencing anything from profound loss to a mild one. The impairment may be deteriorating, fluctuating or stable.

### **Visual Impairment (VI)**

Young people with visual impairment may experience difficulties in different ways: A young person has a visual impairment if their vision cannot be corrected by using glasses. The young person may have difficulty with scanning or with visual fixation. They may experience difficulties in maintaining and changing focus both at long and short distances, or what they see may be grossly distorted. Their visual field may be restricted; they may suffer from visual fatigue; or they may have a problem recognising different colours.

### **Physical Disabilities (PD)**

The Equality Act of 2010 states a disability is, 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs. The Academy will work closely with parents/carers, the young person and outside agencies to review the young person's needs and make reasonable adjustments where the academy is able to do so. The Academy has experience of making provision for young people with Physical impairments some of which are: cerebral palsy, muscular dystrophy; hemiplegia and Giantis Axonal Neuropathy.

## **Does your service have any specialisms?**

The Academy is one of few secondary schools that has developed a nurture provision; this is hugely successful for targeted young people with SEMH difficulties.

The Academy also has a differentiated curriculum called Skills Development for targeted young people with moderate and specific learning difficulties. We also have a physiotherapy room for those young people with physical disabilities to have the opportunity to engage in a daily physiotherapy programme with a trained team who work closely with a Physiotherapist and Occupational Therapist to deliver personalised programmes of exercise.

## **How does your service define special educational needs?**

Pupils have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

### **Pupils have special educational needs if they:**

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age.

## **2. How does your service identify, assess and review special educational needs provision?**

The additional provision for young people with special educational needs will be provided through a graduated response, providing a level and type of support which will enable the young person to achieve progress. This provision will be identified and managed by the SENCo but will be planned and delivered by teaching and support staff.

If a young person fails to make adequate progress, despite an appropriate level and type of support, the Academy will consider further intervention and identify the young person as having special educational needs. This is known as a Graduated Response and this will increase or decrease according to the needs of each young person. A range of assessment and information are used to inform identification.

- a. Parent/Carer information
- b. Primary liaison information
- c. Regular reading tests
- d. Subject assessments
- e. Observations
- f. Behaviour checklists/assessments
- g. Referrals

Individual Learning Plans (ILPs) are written by a Key Worker and targets are decided through discussion with the young person and parents/carers. The ILP is reviewed on a termly basis and the cycle completed during the summer term. ILPs address individual need and guide teaching staff on differentiation. They are available to staff through the school network.

### **3. What kind of additional provision does your service offer?**

Provision is 'educational provision, which is additional to, or otherwise different from the education provision made for other children of the same age.' This may include:

- A differentiated curriculum structure
- Provision of specialist or adapted learning resources
- In-class support to facilitate curriculum access
- Literacy and or numeracy catch-up sessions
- Additional regular individual or small group support
- Access to specialist support from other agencies

This additional provision will be provided through a graduated response, providing levels of support which will enable the young person to achieve adequate progress. This is the Graduated Response.

If a young person has a particular learning need such as: Autism or Asperger's Syndrome (ASD), a specific learning difficulty (SpLD) or a moderate learning difficulty (MLD), a hearing impairment (HI) or a visual impairment (VI) the Academy will seek additional professional support, development or training to ensure that we can best meet the young person's needs.

Young people who have severe levels of physical, learning, communication or emotional difficulty, that is lifelong and complex, may need to be considered for Statutory Assessment and an EHC plan

Please see Sandwell's Local Offer for further information: [www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

#### **a) How does your service monitor and evaluate provision?**

All teachers are teachers of special needs and have a responsibility for developing strategies and identifying appropriate methods of support that will facilitate access to the curriculum. All staff are expected to record pupil progress and review individual attainment. Progress data is regularly reviewed at a department and Leadership Team level as part of the Academy's review cycle. Impact data is shared termly with parents/carers of young people receiving SEN Support via ILP Review Meetings where parents are invited to meet with Intervention Leaders to contribute to a review of progress made.

The monitoring and department evaluation cycle provides a structure to review and evaluate practice across the curriculum. The review process and department self-evaluation provides an opportunity to

identify priority targets relevant to SEN for inclusion in the Academy Improvement Plan (AIP) and the Continuing Professional Development (CPD) programme.

The Academy is committed to developing expertise for all staff in meeting learners' additional needs. Staff training and development needs are identified through the AIP, performance management, lesson observations, learning walks and monitoring. Wood Green Academy places CPD for staff at the heart of the curriculum structure and staff engage in CPD every Wednesday afternoon. This has been instrumental in driving outstanding quality first teaching and the profile of meeting student needs within the classroom.

The Academy reviews the academic progress students are making via progress collections throughout the school year. The SEND department review the progress of all pupils with SEN (Special Educational Needs) from Year 7-13 and use a red, amber, green rating to determine whether students are currently working below target, on target or above target. Following this, meetings are made with parents/carers via 'Parents in Partnership' days to discuss what is working well, or any concerns parents, pupils, or teachers might have.

Social, emotional and mental health progress is reviewed on a half termly basis with external agencies involved, such as Sandwell Inclusion Support, to determine whether pupils are receiving the correct support and to determine whether further provision is required.

### **c) What is your service's approach to teaching pupils with special educational needs?**

The Academy is a fully inclusive educational setting and is proud to be able to integrate students into a whole school curriculum. The Academy has an experienced team of Learning Support Practitioners and Learning Support Assistants who have a wealth of knowledge in all areas of special educational needs and disabilities.

Please see the Academy's school offer: <http://www.woodgreenacademy.co.uk/send-department/>

Pupils with SEN, who are working well below the Academy's average for their year group, are educated in a smaller group with a higher adult to pupil ratio. Pupils with SEN who are in the bottom 15 for their year group will receive additional numeracy, literacy and science support via a Skills Development programme.

### **d) How does your service adapt the curriculum and learning environment for pupils with special educational needs?**

Provision is 'educational provision, which is additional to, or otherwise different from the education provision made for other children of the same age.' This may include:

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Young people who have severe levels of physical, learning, communication or emotional difficulty, that is lifelong and complex, may need to be considered for Statutory Assessment and an EHC plan.

#### **e) Which additional support for learning is available to pupils with special educational needs?**

The Academy delivers a number of provisions for pupils with SEN using the notional budget:

- Skills Development for Years 7, 8 and 11. This intervention targets the lowest 15 pupils in the year group and provides them with an additional six hours of Literacy, Numeracy and Science.
- Skills Development intervention for students in Years 9 and 10. This intervention focuses on developing skills in English and Maths. Students are referred by Key Stage 4 Managers and lists are reviewed on a half termly basis.
- SEND Lunchtime Buddy Club – all pupils with SEN are invited to attend daily lunch club in order to develop their social skills along with providing them with homework support.
- KS3 Enrichment for SEN Learners – KS3 pupils with SEN who are identified as struggling in mixed ability environments receive additional support in a small group setting to work on social skills and team work.
- Working Party Meetings – Each department in the Academy has an SEN Link Rep who meets with other Reps from across the school half termly to discuss successful strategies for working with pupils identified as having a special educational need.

#### **f) Which activities does your service offer for pupils with special educational needs in addition to those available in accordance with the curriculum?**

The following provisions are delivered to identified students on the SEN register to improve the accessibility of information for pupils, ensuring that it is readily available to them in a manner comparable to that provided for pupils without disabilities.

- Nurture
- Social Use of Language Programme (SULP)
- Developing Self Esteem – To develop self-esteem and confidence within a small group.
- SEN Buddy club - A lunchtime club which takes place in a controlled environment under supervision.
- Skills Development
- Sound Discovery
- Stareway to Spelling
- Vocabulary Inference Programme
- Drawing and Talking – a 1:1 intervention to explore emotions.
- Speech and Language Therapy
- Handwriting intervention
- SEN Support Mentoring
- Developing Emotional Literacy – 1:1 intervention to explore emotions and self-regulation.
- Physiotherapy
- Developing Attention through Sport – Group intervention to explore triggers in behaviour.

### **g) What support does your service offer to improve the emotional and social development of pupils with special educational needs?**

The Academy employs three LSPs to support pupils identified as having Social, Emotional and Mental Health needs.

All three LSPs regularly receive training updates from Sandwell Inclusion Support in order to ensure SEMH pupils are offered the most up-to-date and effective provisions.

## **2. Who is your service's SEND team led by?**

The SEND department at Wood Green Academy is led by the SENCo: Miss. G. Fox; Deputy SENCo: Mrs Warrilow and a SEND Liaison Manager: Mrs D. Hadley. In addition to this, there are seven LSPs and eleven LSAs.



### **3. How would you define the expertise and training of your staff in relation to children and young people with special educational needs and how will your service work with outside agencies?**

In order to maintain a high standard of support and ensure that young people's needs are effectively met, the academy liaises with many agencies and support services.

These include:

- Educational Psychologist • SEN Advisory Teacher
- Behaviour Support Team
- Complex Communication Advisory Team
- Specific Learning Difficulties Advisory Teacher
- Visual Impairment Team
- Hearing Impairment Team

#### **Health**

- Speech and Language Therapist
- Occupational Health
- Physiotherapist
- Child and Adolescent Mental Health Service

#### **Care**

Looked After Children's Education (LACE) Team

During the autumn term the priorities for the SEN department are reviewed with the Inclusion Support Team in order to effectively plan visits, reviews and training. Throughout the academic year regular meetings take place with Inclusion Support staff in order to monitor and evaluate intervention and need.

Where pupils do not make the expected progress, despite intervention, the Academy consults with outside agencies to seek further advice on strategies and programmes. Further assessment by the agency may be required and parents/carers will be contacted to discuss how the programme and intervention will change.

### **6. How does your service use equipment and facilities to support children and young people with special educational needs?**

Sandwell physiotherapy services advise and provide equipment for moving and handling trained staff to use with physically disabled pupil. Sandwell review this equipment on a termly basis and ensure it is being used correctly.

## **7. How does your service consult parents of children with special educational needs about, and involving such parents in, the education of their child?**

During the first term, parents of pupils with special educational needs are invited to meet with the SEN Department as part of 'Parent Partnership' day. During these meetings an Individual Learning Plan (ILP) is created with three personalized targets for pupils to achieve by the end of the third term. Parents are then invited to attend review meetings during the second and third terms in order to assess progress made. As part of the new Code of Practice (2014) it is important parents are notified of SEN provision; these meetings ensure parents are at the centre of all decisions made regarding their child's education. In addition, the meetings provide parents with an opportunity to voice their concerns and discuss future steps towards progress.

The SEN department also have a SEN Liaison Manager who is based in the SEN office and is available to discuss parental concerns as and when they arise.

## **8. How does your service consult young people with special educational needs about, and involving them in, their education?**

Wood Green Academy's SEND Student Voice team meet half termly to discuss strengths and weaknesses, areas for development within their interventions, and their interests for the next half term. Each student involved in the Student Voice panel is a representative for their provision. On a half termly basis the representatives for individual provisions discuss with their groups what is working well and anything which they would like to change/do differently. Student Voice representatives then bring these opinions back to the Student Voice panel so they can be taken into consideration for the next half term planning.

## **9. How does your service use its resources?**

Resources are deployed effectively to meet the needs of individuals and groups on the basis of assessment and close liaison with the young person, parents/carers and outside agencies.

The Department for Education (DfE) provides the Academy with funding of up to £6000 to facilitate meeting the needs of young people with special educational needs. The individual needs of young people can change; therefore, provision and its cost is monitored and evaluated in line with the Academy's review cycles. The academy has a costed provision map which outlines the cost of each intervention and informs provision management. Monitoring and evaluating expenditure takes place as part of the Academy review cycles.

If a young person has an Education Health and Care Plan that recommends provision that cannot be solely funded out of the delegated funding provided by the DfE, the Academy will receive additional funding separately in the school budget. EHC plans will make recommendations regarding how funding can best be spent to meet individual needs.

## **10. How will you service work with us and our child?**

We acknowledge the young person's role as a partner in their own education and develop participation in the decision making progress by:

Wood Green Academy also recognises the valued contributions that parents can make. We aim to nurture parental partnership through effective communication and regular contact and the acknowledgement of the parents' role as a partner in the education of their child. As such, parental views are recorded as part of the review and planning cycle. The academy also recognises the role parents must play in driving change. Thus, at times during the academic year, the SEN department invites parents/carers to attend virtual Parents in Partnership days. Furthermore, the Academy has appointed a SEN Liaison Manager whose role is to be a point of contact for parents/carers of young people with special educational needs and offer support however and whenever it is needed.

## **11. Contact Numbers for outside services**

- Sandwell Inclusion Support– 0121-569-2777
- LACE team - 0121-569-2770
- CAMHs – 0121-612-6620

## **12. How will the Academy prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?**

During the Summer term prior to admission in Year 7, an extended transition programme is offered to all young people with statements or Education Health and Care Plans and young people with special educational needs who have been identified by feeder primary schools as being able to benefit from this programme. This provides an opportunity for identified young people to familiarise themselves with the new school environment and to meet peers and staff. Some may require a more intense programme of transition and this is arranged as a personalised programme.

The Academy also has its own Connexions advisors who will meet regularly with young people with special educational needs and attend Annual Review Meetings to plan for Post-16 provision. The Academy is able to support young people with SEN in preparing for the next exciting phase in their life and will liaise closely with Post-16 providers to ensure that the young person's special educational needs continue to be met. Targeted young people with SEN will be supported by their Key Worker in producing a passport to share important information in preparation for transfer to a new setting.

## **13. Where can I find information regarding the LA's Local Offer?**

A link to Sandwell's Local Offer can be found on the Academy's website:  
<http://www.woodgreenacademy.co.uk/send-department>





