



Co-op Academy
Oakwood

SEND information report

2025/26 SEND Information Report for Co-op Academy Oakwood

2025/26 Key Information		
SEND Coordinator (SENDCo) in School		Miss Claire Spivey
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A SENDCo, or special educational needs and disabilities co-ordinator, is the school teacher who is responsible for assessing, planning & monitoring the progress of children with special needs / SEND

- What kind of special educational needs and disabilities (SEND) are catered for at Co-op Academy Oakwood.?

At Co-op Academy Oakwood we cater for children with:

➤ Communication and interaction needs

This includes pupils with Developmental Language Disorder, Stammering, Selective Mutism, Speech Sound difficulties as well as pupils with figurative language challenges.

➤ Cognition and learning needs

This includes pupils who are working outside of their key stage, pupils with moderate learning difficulties as well as those with specific learning difficulties such as dyslexia and dyspraxia.

➤ Social, emotional and mental health needs

This includes pupils with anxiety, pupils with eating disorders and pupils with an ADHD diagnosis.

➤ Sensory and or physical needs

This includes pupils with sight and hearing difficulties, pupils who require the use of walking frames and wheelchairs and pupils who have gross and fine motor difficulties.

- How does Co-op Academy Oakwood know that a child/young person needs extra help and what do I do if I think my child/young person has special educational needs?

Teachers review children's progress regularly in order to inform planning for teaching and learning, using evidence from lessons, observations and assessments. Any children not making the expected progress are identified and additional support is put in place within the classroom to accelerate progress, as our first wave intervention.

Individual pupils will be discussed at pupil progress meetings that take place each term between the class teacher and the SLT. The SENDco leads termly pupil review meetings with staff of children with SEND.

Teachers are also able to make referrals to the SENDco and Inclusion team via in school referrals. Pupils are discussed and additional support is put in place within the classroom to accelerate progress, as our first wave intervention.

If there are on-going concerns this will be discussed with families over the phone or in a meeting that families are invited to attend so that we can work together to find the best way forward.

If you have any concerns, your first point of contact is the class teacher for an informal discussion. In partnership with you, the class teacher will discuss any observations or concerns that you may have and agree on an appropriate way forward. The SENDco and pastoral team are available for all families to speak to in regards to their child's wellbeing and academic needs.

Where necessary, a more in-depth individual assessment, carefully chosen to deliver appropriate, useful information on a pupil's needs can be undertaken to identify children with SEND.

- How does Co-op Academy Oakwood assess and identify the needs of their children?

A range of tools are used to assess and identify the needs of children.

➤ Communication and interaction needs

Referrals are made to outside agencies who support the assessment of the pupils identified by teachers. Chatterbug and NHS Speech and language therapists use a range of tools to assess and identify. Teachers use observations to inform their referral process.

➤ Cognition and learning needs

Internal school assessment data is used to support assessing and identifying needs. The academy uses B-Squared to identify small steps and in the Early Years teachers use the EYFS SENIT DJ. Dyslexia screeners are used with some pupils.

➤ Social, emotional and mental health needs

Referrals are made to outside agencies who support the assessment of the pupils identified by teachers and their families. Staff use SDQs as another method to assess and identify need.

➤ Sensory and or physical needs

Referrals are made to outside agencies who support the assessment of the pupils identified by teachers and their families. Sensory profiles are used to identify and assess the needs of pupils.

- Who are the SENDCo and SEND Governor at Co-op Academy Oakwood?

Miss Claire Spivey is the SENDco at Co-op Academy Oakwood.

Miss Sophie Grimshaw and Mrs Lucie Brackenbury are the associate SENDcos.

Mr Mel Woodcock is the Chair of the Academy Community Council

- How do we involve and support parents of children/young people with SEND?

Families are consulted at all points during their child's journey through the academy. Families are invited to parents' evenings and have an annual report on their child's attainment and progress each year.

Additional support is offered to families through the Co-op Collaborative. The Co-op Collaborative includes family support workers who work directly with families.

Class teachers, the SENDco and pastoral team are available for all parents to speak to in regards to their child's wellbeing and academic needs.

We are also able to direct families to external support such as SENSAP, charity organisations. The Leeds Local Offer provides information for children & young people as well as their families in a single place <https://leedslocaloffer.org.uk/#!/directory>

- How do we involve children/young people with SEND in shaping their education and future?

The academy strives to take on board the views of all pupils. For this, we have an academy council. Classes come together frequently to discuss any issues in the academy and areas where they feel that improvements can be made. The academy council includes pupils from all walks of life, including those on the SEND register.

Pupils contribute to their pupil passports by talking about their strengths and next steps. The SENDco and Inclusion team take regular pupil voice from individuals and groups of pupils to review the SEND offer within classes and the wider academy.

The pupils within the academy are asked about their learning over an academic term by the senior leadership team (SLT). This gives them the chance to express their thoughts and opinions of the last half term, and what their wishes are for their future learning. This enables the pupils to reflect on what is working for them and what could be improved. It also helps the SLT pinpoint next steps and any areas for development.

- How do you and I know that your child/young person is making progress and meeting their targets?

Individual support plans (pupil passports) are written and shared with pupils and their families. Families and pupils are informed of these targets and the progress they make towards achieving them. Support plans will be reviewed on a termly basis on a whole school SEND assessment cycle.

A pupil with an EHCP (Education Health Care Plan) will have an annual review that looks at the targets and we review them together with parents, outside agencies such as speech and language and the education psychologist where appropriate, school staff and the child where possible. The child's aspirations are at the forefront when setting targets. These targets will be broken down throughout the year which are recorded on support plans to show they are making progress towards the outcome. Their work in class is used as evidence to show the targets are being met.

Some children will be tracked on our B squared which helps to track their small steps of progress within a larger target. These are then used to help inform future targets and next steps.

- How will Co-op Academy Oakwood prepare and support my child/young person moving to or from our academy and how do we prepare them to join the next stage of education and life?

We follow the Leeds Local Authority policy, which can be found at;
<http://www.leeds.gov.uk/residents/pages/admissions.aspx>

Pupils with an education, health and care plan will be admitted to the academy if we are named on their plan.

Transition plans are available as part of our arrangements for new pupils with SEND to be admitted into our academy. If a pupil is transferring from another UK school, we will communicate through emails and telephone calls and exchange files via secure transfers or post to ease the move. Opportunities for pre-visits are available, where parents and pupils may visit the academy to become familiar with staff and the setting prior to joining fully.

Pupils who are new to Co-op Academy Oakwood in a year are supported in integrating into our setting through buddies, support from the pastoral team as well as detailed discussions with the previous school.

For our pupils who are nearing the end of their time in Year 6, we meet with the secondary academies that our pupils with SEND are transferring to and begin the process of transition. We also have access to specific transition summer academy days led by the secondary schools.

We have very good relationships with our feeder settings and the settings that many of our pupils move onto; we share information to support pupils' learning and well-being at transition. Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils. Key workers may come and visit them in school to help build relationships prior to them moving.

- How will teaching and the curriculum be adapted to meet the needs of my child/young person?

Children identified as having SEND are supported to access all aspects of school life. The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with additional needs - Teachers have the highest expectations for all pupils

Teaching is based on building on what the child already knows, can do and can understand - Different teaching strategies and resources are used so that all children are able to access learning and be successful

The curriculum is clearly differentiated for the SEND children to access. The key knowledge that we want them to learn is identified and focussed on.

Teachers carefully check children's progress and identify children with gaps in their learning that need additional support to help them make the best possible progress. These children are discussed with the senior leadership team, including the SENDco. We carry out specific small group support for children identified as needing additional support with learning. Progress will be closely monitored, the impact measured and reviewed. Children on the SEND register are supported through interventions. These are available for specific barriers to learning which cannot be overcome through quality first teaching. Additional specialist support from external agencies or professionals may be provided guidance will be followed to ensure appropriate support is given in school.

Teachers are trained to select and use resources to support pupils and foster independence. Teachers may use class groupings, different resources, adult support, peer support and other teaching strategies to support all pupils during lessons. If you feel you need further information about how pupils are supported in class then please approach your class teacher who will be able to give you specific details of intervention programmes and how adaptations are made.

- How is the school environment made accessible?

The academy is on one level and every room is wheelchair accessible.

The academy has facilities for those with disabilities including wide corridors, disabled parking bays and disabled toilets which include showers and full changing facilities.

Resources around the school are positioned so that they are accessible and positioning is reviewed on an individual case-by-case basis.

Pupils who need support with hearing have microphones which connect to their hearing aids.

The Academy has an Accessibility plan which shows how the academy is developing its accessibility.

https://www.oakwood.coopacademies.co.uk/googledrive/?title=Equalities+and+Accessibility+plan+and+policy+2024%2D2025&pid=0&qdfid=1CSRQgh_Kyn35_XjhJdNbraNQPvdYu8SXb1cl8UJuNzQ

- What expertise for supporting children/young people with SEND do our staff have and what training have they received in the last three years?

We invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).

All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND.

Some staff have been trained in Team Teach to ensure the well being and welfare of pupils in school. Some LSA's are trained to complete the dyslexia screener and will be trained for WRAT 5 in the near future. External agencies support staff through CPD and training, for example STARS, Chatterbug, our Education psychologist and SENIT.

Our Special Educational Needs Co-ordinator (SENDCo) is an experienced teacher who will be undertaking the NPQ for SENDCos, as well as receiving ongoing SEND training in specific areas. Our SENDCo is a member of the leadership team as well as the Deputy Headteacher and a DDSL. They work in consultation with the Head of School, Senior Leadership Team, DSL, Family Support Workers and Pastoral Support Workers to ensure that all staff are trained on requirements necessary to meet the needs of individuals or groups of pupils with particular needs.

- What other experts do we work with to support children/young people with SEND?

The SENDCo works closely in partnership with other schools in the area, where we share expertise and collaborate in termly planning meetings with the education psychologist. Suitably trained and experienced teachers and support staff are employed in school and training is planned for each year. A range of NHS staff may work in school with the permission of parents, when a referral by school or the GP has been made and accepted by the service.

They may also provide training to staff if necessary.

Experts who Co-op Academy work with include:

- SENSAP (Special educational needs services and partnerships)
- SENIT (Special educational needs inclusion team),
- CAMHS (pupil and adolescent mental health services)
- STARs (specialist teachers in autism)
- SaLTs (Speech and language therapists)
- DAHIT (teachers of the deaf),
- Social Services
- EP team (Educational Psychology Team)
- Co-op Collaborative (inc. play therapists) as well as the Trust family support services
- CAMHS
- MINDMATE
- Leeds East AIP (Area Inclusion Partnership)

We will also signpost parents to relevant agencies that can support them directly such as SENSAP and charity organisations who provide advice and support for parents on a wide range of subjects.

- How do we know that the support provided to children/young people is effective?

We evaluate the effectiveness of the provision that is made for pupils with additional needs through evaluation of the individual pupil's pupil passport and through analysis of internal data on Arbor. This allows staff to evaluate intervention and support plan impact. Where impact is not being made we will change the support that is being provided to better suit the needs of the children.

Teachers also use the EYFS SENIT DJ or B Squared assessment tool (mentioned above) which breaks down current National Curriculum objectives into smaller, more manageable and measurable steps. Interventions are also monitored, so that we can be sure that they are having an impact.

- How will my child be included in activities outside the classroom including trips?

Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.

Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate families are consulted and involved in planning.

All our pupils have access to the broad and full curriculum. This is enabled through the individual pupil risk assessment (IPRA) strategic use of adults and resources to support

individual pupils who may require additional support in accessing curriculum during the day; in PE; at playtime and out of academy hours. Where appropriate, families are invited to discuss with the SENDCo how this may be facilitated. Where needed, risk assessments are carried out to ensure that the pupil's safety has been considered before any activity is to take place. This is very important on the academy trips and outside of the classroom where risks are different to those inside the classroom.

- How will Co-op Academy Oakwood support my child/young person's social and emotional wellbeing?

Pupils' social and emotional well being is an important consideration when making any decision at the academy. Pupil voice is sought to measure and reflect pupils' voices across the academy.

At Co-op Academy Oakwood we have a strong pastoral team. This includes a therapeutic support practitioner. Pupils are able to access the support of the pastoral team through interventions as well as on individual occasions where a pupil may be showing dysregulation of distress.

Pupils are also able to access the counsellor from the Co-op Collaborative who support pupils's social and emotional wellbeing.

Staff in the academy are trained in a trauma informed approach and all staff have regular training to support the social and emotional wellbeing of pupils.

Interventions such as friendships, Zones of Regulation and sensory circuits are also offered by the academy.

The PSHE and wider curriculum also offers pupils the opportunity to learn about emotions, how to channel them as well as learning about mental health and well being.

- How do we ensure that all members of our academy community are valued and differences are respected?

The motto at Co-op Academy Oakwood is 'Be the best you can be'. This applies to all pupils and staff as well as our wider community.

As part of the Co-op Academies Trust we follow the 'Ways of Being':

- ❖ Do what matters most
- ❖ Show you care
- ❖ Be yourself always
- ❖ Succeed together

PSHE lessons as well as lessons in the wider curriculum focus on inclusion and respect for others. The school library includes a section of books titled 'I see me' where characters and authors have a range of special educational needs such as characters who are deaf, use wheelchairs, have medical conditions or are neuro diverse.

- What other support is available to parents and how can I contact them?

In the academy, all of our staff can support pupils. Key staff include:

Class teachers

Mrs Duffy our Assistant Head, DSL, Behaviour and Key Stage 2 leader

Mrs Tinker our Early Years and Key Stage 1 leader

Miss Grimshaw and Mrs Brackenbury our associate SENDcos

Karen Jones and Jane Dodds our family support team

You can contact these staff by contacting the office on 0113 2402526

The Leeds Local Offer provides information for children & young people as well as their families in a single place <https://leedslocaloffer.org.uk/#!/directory>

- What do I do if I need to make a complaint?

If you wish to make a complaint, you should do so in accordance with our Trust [Complaints Policy](#)

The procedure allows parents, carers or anyone else to raise a concern or complaint relating to the academy or Co-op Academies Trust.

The procedure is divided into three stages:

- ➔ Stage One (The Informal Stage) you should speak to a staff member in the academy to see if they can resolve the issue.
- ➔ Stage Two (The Formal Stage) is the point at which you should put the complaint in writing to the Headteacher or another senior member of staff. Where the complaint

is against the Headteacher, you should write to the Chair of Governors at our school address. Address the letter or email to 'Chair of Governors'.

- Stage Three (Formal Resolution) is the final stage. It involves a hearing before a panel including governors and an independent person who will review the complaint in its entirety.