



SEN Information Report 2025-2026

The SEN information report is drawn from the Children and Families Act, 2014, the Equalities Act 2010, and the SEND Code of Practice, 2015. It provides a clear outline of how we make provision for our children and young people. It is to be read alongside our statutory SEND school policy and school website information.

Next review: May 2026

Person responsible for this report – Principal

Sub-committee responsible – Standards and Achievement governing body

Mission statement	At West Oaks we strive for Excellence for Everyone in our school community
Aims for our children and young people.	We are proud that at West Oaks our children and young people are always at the forefront of everything we do. They are individuals, and our exciting and ambitious curriculum supports them to reach their potential.
About our school	School runs from 9.00 am to 3.15pm, Monday to Friday. We have three sites: West Oaks, Woodhouse Learning, Crowther Place, LS6 2ST West Oaks, Boston Spa Learning, Westwood Way, Boston Spa, LS23 6DX West Oaks, Headingley Learning, Buckingham Road, Headingley, LS6 1BP
What is the admission process	All children and young people who attend West Oaks will have a final EHC plan which names West Oaks. Occasionally we have children who join us on an assessment place. This is only agreed by the Principal. The Local Authority has responsibility around the EHC process and placements in consultation with school.
How do you support children and young people with disabilities and ensure they are fully included?	West Oaks is an accessible school, and fully inclusive. Our specialist environment and curriculum are created with our children and young people at the centre. They are fully included in all aspects of the school's rich and exciting curriculum including school trips and learning experiences. All our children and young people have SEND. We aim to remove the barriers to their full participation in the school day by actively encouraging all aspects of inclusion in our teaching and learning.
What type of SEN does West Oaks provide for?	West Oaks SEN Specialist School is a 2 -19 maintained special school for children and young people with learning difficulties who have an Education, Health, and Care plan. We specialise in communication and interaction. Our children and young people have a range of needs including moderate to severe learning, complex communication, including autism, and physical and sensory needs. <ul style="list-style-type: none"> • The Boston Spa Learning site can meet the needs of approximately 125 children and young people. • Woodhouse Learning has approximately 250 pupils. Woodhouse is the only site to meet the needs of our Early years and Key Stage one children. • Headingley Learning can meet the needs of approximately 125 pupils from September 2025. <p>By September 2025, West Oaks will meet the needs of approximately 500 children and young people, across three sites.</p>

	<p>As well as serving Leeds, West Oaks School also has a small number of children and young people attend from our neighbouring local authorities.</p>
<p>How do we keep our children and young people safe?</p>	<p>West Oaks School is committed to safeguarding and promoting the welfare and safety of all children and young people and expects all staff, governors, and volunteers to share this commitment. We strive to ensure that consistent, effective, and supportive safeguarding procedures are in place. We have a strong safeguarding 'golden thread' culture where all our staff are well supported to identify and meet our children and young people's needs. We have a whole school supportive community including our pupil welfare, family support and multi therapy team approach. At West Oaks we:</p> <ul style="list-style-type: none"> • Ensure we practice safer recruitment in checking the suitability of staff and volunteers to work with children and young people. • Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse. • Support children and young people who have been identified in need of early help or at risk of harm in accordance with his/her agreed Child Protection, Child in Need or Early Help plan. We contribute to effective partnership working between all those involved with providing services for children and young people. • Have rigorous oversight of health and safety, site security, safety on school trips, health care plans, intimate care planning and anti-bullying.
<p>How do we ensure our children and young people are happy in school?</p>	<p>At West Oaks School, our ethos and values below underpin our practice: We are:</p> <ul style="list-style-type: none"> • Open • Transparent • Supportive • Respectful <p>We have established a safe environment in which children and young people can learn and develop. In addition to raising awareness of child protection issues and equipping children and young people with the skills needed to keep them safe in our modern society.</p> <p>All our policies underpin our good practice. West Oaks has a student council which aims to give pupils voice and influence and our children and young people are included as much as possible in their education.</p>

	<p>For pupils who need support around their social, emotional and mental health needs we have commissioned an experienced counsellor who works across school. This is for pupils who may benefit from formal sessions of support.</p> <p>Our school staff are experienced and responsive to individual children and young people's needs and provide a caring, supportive approach, with advice and guidance from our Director of Safeguarding and Senior Leadership Team.</p>
<p>How do we support our children looked after?</p>	<p>West Oaks School is committed to enhancing the achievement and welfare of our children looked after in the following ways:</p> <ul style="list-style-type: none"> • Having high expectations and ensuring equal access to a balanced and broadly based education • Recording, monitoring, and improving the academic achievement of our children and young person in addition to their health and wellbeing. • Achieving stability and continuity • Prioritising reduction in exclusions and promoting attendance. • Promoting inclusion through challenging and changing attitudes • Promoting excellent communication between all those involved in the child and young person's life and listening. • Maintaining and respecting the pupils' confidentiality wherever possible • Ensuring staff awareness of, and sensitivity to, the difficulties and educational disadvantages of children looked after
<p>What is included in the West Oaks curriculum?</p>	<p>We focus on high quality teaching and learning. Our curriculum is structured around five pathways:</p> <p>The Foundations curriculum pathway is designed to meet the needs of our Early Years and Key Stage 1 children. It is based on the principles and practice of play-based learning, taking our lead from the uniquely individual interests and motivations of our children, within a high quality and well-structured environment.</p> <p>Promoting and modelling the 'characteristics of effective learning' are central to our practice:</p> <ul style="list-style-type: none"> • playing and exploring – children investigate and experience things, and 'have a go.' • active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements. • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Foundations focuses on; communication and language development, personal social emotional development, physical development, literacy, mathematics, understanding of the world and expressive arts and design.

The Footsteps curriculum pathway is designed to meet the needs of our children and young people with the most complex and multiple range of needs within Key Stages 2, 3, 4 and 5.

The Footsteps curriculum is delivered through a cross curricular, play-based approach.

We develop learning across a framework which includes the following four aspects:

- Communication and Interaction
- Cognition and Learning
- Sensory, Physical, and Social
- Emotional and Mental Health

As with the Foundations pathway, Footsteps also takes a lead from the uniquely individual interests and motivations of our children and young people and creates high quality and well-structured environments for these to be extended. It is within this framework that we create opportunities for pupils to develop their imagination and social skills within activities that they find rewarding. Our children and young people work to individual Learning Intentions that help map their individualised progress.

The Stepping Stones curriculum pathway is designed to meet the needs of our Key Stage 2,3 and 4 children and young people with a range of learning needs who are working significantly below the age-related expectations of the National Curriculum, but who are ready to engage with a subject-specific curriculum.

Stepping Stones takes the interests and needs of children and young people as starting points from which to create an engaging learning journey. The National Curriculum then provides the framework from which the schemes of work are created. All carefully adapted to be relevant to our Stepping stones learners.

Lessons are carefully sequenced and promote active, hands-on, inquiry-based learning at every stage possible. Stepping Stones pupils are given opportunities to reflect upon, share and celebrate their learning with the wider school community through school event days and assemblies.

The Reaching High curriculum pathway is designed to meet the needs of our learners in Key stage 2, 3,4 and 5 who are working within early National Curriculum age-related-expectations up to Year 5 and 6 a.r.e. *Reaching*

Higher is an extension pathway for the smaller number of pupils who demonstrate a higher level of knowledge and understanding in a few subjects.

The Reaching High and Reaching Higher pathway also uses the National Curriculum as its' basis, which is carefully adapted so that the subject matter is relevant and appropriate for our Reaching High and Reaching Higher learners. Pupils are taught all subjects of the National Curriculum with the aim of challenging and inspiring our pupils to achieve their best. High quality resources and first-hand experience play a key part in bringing the curriculum to life.

Reaching High and Reaching Higher are very carefully planned to build on what pupils already know, with the capacity to extend thinking and promote the best possible achievement in all subjects.

As with Stepping Stones, Reaching High lessons are structured to ensure that pupils reflect upon, share, and celebrate their learning with the wider school community.

The Moving On curriculum pathway is designed to meet the needs of all our young people who choose to stay with us beyond the age of sixteen. The Moving On curriculum includes all the young people from each pathway as it is important for all to experience a sense of moving on, growing up and maturing. This means that the Moving On curriculum is structured to meet an extremely wide range of need. Qualifications are a goal for all.

The Moving On pathway is all about supporting the move towards adulthood and making sure our young people are ready, prepared, and excited about their transition at 19.

We have designed a curriculum to take our learners through meaningful learning opportunities over the course of their 16+ education, encouraging communication and problem-solving skills. We give our young people the environment within which they develop the life-skills and confidence to go on to lead a happy, safe, and productive life beyond school.

Our SEN provision enables and enhances our rich and in-depth curriculum. We have a multi-therapy team approach with our own speech and language therapy team, music therapist who work alongside our class leads and senior teaching staff to support our children and young people both with individual needs and across the curriculum.

West Oaks also commissions an independent Occupational Therapist and counsellor to support children and young people in school.

<p>How do we make sure our staff are experts and have regular training?</p>	<p>We train our staff through a comprehensive programme of professional development. This begins with an induction programme at the start of a career with us, which then continues with ongoing professional development activities designed to ensure that all staff are equipped with the appropriate skills, knowledge and understanding to meet the educational and health needs of the pupils in our care.</p> <p>We draw upon the wealth of experience and expertise of the staff in our organisation to train others and to ensure that our best practice is maintained. We also use the expertise of other professionals beyond school to provide specialist training for teaching and learning and for the health, safety and well-being aspects of our pupil's care needs. We choose our training partners with care so that staff have access to well-established, credible, accredited professionals so that we learn the best from the best.</p> <p>Our training and development activities can take place in a variety of ways: conferences, courses, online webinars for example. We also commission visiting speakers to provide high quality training at school.</p> <p>Staff take a lead in their own professional development through the annual performance process.</p> <p>We ensure that all our training and development work contributes to the personal and professional growth of our staff, knowing that this has a positive impact on the progress and achievement of our pupils.</p>
<p>How do we measure progress?</p>	<p>At West Oaks we ensure our children and young people make progress and have the support they need. We use assessment with the purpose of gaining a full understanding of what our children and young people may already know and what they can already do. We then use assessment to find out what has been learned and remembered.</p> <p>Assessments are undertaken in a number of ways:</p> <ul style="list-style-type: none"> • Teachers' in-class observations of a child, these help us to identify the very small steps of progress over time. • Informal checks in the form of 'question and answer' sessions, completing a worksheet or in other easily administered and enjoyable check-ups. The work recorded in workbooks also add to this form of assessment and give us a good picture of progress. • Standardised assessments in reading and comprehension or mathematics, give us useful information as to what progress has been made in these subjects. • Specialised assessments, if needed, with our speech and language therapists, occupational therapist or music therapist help us to track progress in these areas of development • Annual reviews of pupils EHC plans to ensure progress towards their outcomes.

	<ul style="list-style-type: none"> • Teachers assess and summarise pupils learning at the end of the year and record this in our 'Connecting Steps' (B-squared) data base. This allows us to look at progress over a longer period. For pupils in Footsteps, we measure their progress to their Learning Intentions via MAPP. • Progress is discussed with parents and families three times a year in our parents and carers evenings at school. • A written Parent / Carer report is sent out at the end of each academic year, summarising the years' progress for all to celebrate. <p>This approach enables us to understand if there are any gaps in progress and what additional support may be needed.</p>
<p>How do we work in partnership with other agencies?</p>	<p>Sometimes we will seek additional support from external agencies or from other specialist professionals. We work in partnership with health and social care teams, the police, local authority support services that support our children and young people from ages, 2-19, and link in with a wide range of voluntary sector organisations and wider further education settings to ensure that we are fully supporting our children and young people and family's needs.</p>
<p>How do we make sure our families and children and young people are always involved with school?</p>	<p>We view parent and carer involvement as an essential part of the educational process. We treat parents and carers as equal partners, working together to meet their child or young person's individual needs. We operate an open door and open phone policy where parents and carers are welcome into school at any time and members of staff are always available to talk to them.</p> <p>Our main contact with you about your child and young person will be through class Dojo. This is a great way to stay connected and involve families in all the exciting learning opportunities our children and young people are engaging in! This enables families to always contact us if you have any concerns. We also have other key contact points with you in the year, including parent/carer's evening three times a year and the annual review of the EHC plan.</p> <p>We know that being a parent/carer can be challenging and demanding. There are times when parents need additional support and guidance. Our family support team are also a key part of our school community and offer a wide range of support to families. We run coffee morning and other fun-themed activities and we embrace our family's involvement in our school community.</p> <p>The Leeds Local Offer provides information for children and young people with special educational needs and disabilities (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health, and social care, leedslocaloffer.org.uk</p>

	<p>Leeds SENDIASS support children and young people with special educational needs and disabilities (SEND) and their parents and carers to help with any concerns or questions. They provide a free, impartial, and confidential service through the website and online resources. They can be contacted directly through the advice line. sendiass.leeds.gov.uk, Direct line, 0113 378 5020.</p>
<p>How do we support and promote good attendance at school?</p>	<p>We want our children and young people in school every school day. This underpins our safeguarding golden thread. Children and young people must attend school regularly to reach their potential, to get the most out of their education, and to be taught the skills and attitudes to enable them to become as independent as they can be. We closely monitor all attendance that falls below 90% and have a strong partnership with our families to support this.</p>
<p>Supporting pupils with medical conditions</p>	<p>In line with statutory guidance, we make arrangements to support our children and young people with medical conditions in school. This includes managing children and young people's Individual healthcare plans. These plans will specify the type and level of support required to meet children and young people's medical needs. These are reviewed and where appropriate signposted to our multi-professional therapy team for intervention and advice as needed.</p>
<p>How do we support transport to and from school?</p>	<p>Many of our children and young people have home to school transport in place and arranged through the Local Authority. We have close links with our lead drivers at our sites at the beginning and end of the school day to support our children and young people to have the best journey to school. Our family support team and teaching staff work together to assist with the smooth running of this key transition time.</p>
<p>How do we run our EHC annual reviews?</p>	<p>All our children and young people have an EHC plan. We will hold an annual review at least every year to ensure we are monitoring progress to meet our children and young people's outcomes. We will always ask parent/carers to attend a meeting if you can (in person or virtually) and we will ensure that the paperwork gets to you 2 weeks before the meeting. Our children and young people will have their views included as part of the annual review process. We will ensure that all the relevant paperwork is submitted to the Local Authority in a timely way following the meeting.</p>
<p>How do we support our children and young people new to our school?</p>	<p>We offer new families joining the school the opportunity to come to a parent/carer evening prior to their children and young people starting school. Transitions at West Oaks are managed by the Teaching and Learning Coordinators (TLCO's) and Heads of School. An initial phone call is made to the school and family to organise a date to observe the pupils in their current setting. West Oaks staff will then visit their current setting or home at a convenient time. Opportunities can then take place to talk to the Class Lead and parents/carers to gain the best view of the young person and note any key information not already recorded in the EHCP or supporting documents. A period of transition then starts during the latter part of the summer term. The amount of transition visits is dependent upon individual's needs. A transition book including pictures, is sent home with the pupil alongside their admissions pack so that pupils can continue to familiarise themselves with the setting over the school holidays.</p>

How do we make sure our young people have a robust transition leaving West Oaks?	As part of the students' EHCP process, young people and their parents are introduced to potential further education colleges which would be suitable for the individual young person. School can support applications to college, attending open days and course interviews. School offers independent careers advice from Year 9 onwards.
Complaint's process	Our children and young people and families are fully included in school and overall are very happy with West Oaks. However, we will respond quickly and directly to any concerns. All our complaints will be responded to in line with the West Oaks Complaints Policy. We will always try and resolve any issues informally and this is initially managed by the class lead or other senior member of staff in person, or by telephone/writing. If you wish to raise a formal complaint this will be overseen by our Principal, and if necessary, can then escalate to be overseen by our school governors. You can contact us directly by telephone on 0113 323 5871 or at info@westoaksschool.co.uk for more information about this process.
Storing and managing information	Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child or young person's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare. We make no apologies for being extremely vigilant, but the safety and well-being of our pupils is our number one priority.