



SEND Policy

Woodlands School

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Policy Review Cycle	Annually
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Introduction and compliance

This policy sets out Woodland School's aims with regard to SEND. It conforms to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), which says:

"All young children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training."

Woodland School aims to promote a caring and happy community in which all pupils can thrive and feel valued. We strive to make their learning a pleasurable and rewarding experience, which is personalised with opportunities for all pupils to develop as high a standard of achievement as individually possible.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (2015)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 2, 3 and 4 framework documents (Sept 2013)
- Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
- Teachers Standards (2012)
- The Children Act (1989) Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers): Guidance setting out the responsibilities of local authorities towards looked after children and care leavers

This policy has been produced through the co-operative work of the senior leadership team, and the Governing body taking advice from parents and pupils. This policy should be considered in conjunction with all policies and practice within our school. Particular reference should be made to the following policies, which can be accessed on the school website or requested from the school office:

- School's SEND Information Report
- Pupil Premium Policy
- Admissions Policy
- Single Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Relationship Based Behaviour Co-regulation Policy (Behaviour Policy)

SEND Policy Objectives

- To use best endeavours to ensure SEN needs are identified and supported
- To ensure that reasonable adjustments are made to the core provision as necessary, to ensure that all children and young people are included and supported.
- To provide a broad and balanced curriculum that is supportive of the needs of our pupils
- To ensure that SEN provision and support is effectively reviewed and monitored
- To work collaboratively with parents, children and young people and outside agencies to ensure the best possible outcomes and support for pupils.
- To provide regular continued professional development (CPD) to ensure staff working with pupils have appropriate specialist training and expertise
- To ensure the social and emotional needs of pupils are supported in order to facilitate learning and progress.

What facilities and provision are available?

Woodlands School provides specialist education for pupils with Social, Emotional and Mental Health Needs (SEMH). Woodlands School is a Shropshire Council Local Authority (LA) Specialist School catering for pupils aged 7 - 16 who have an Education, Health and Care Plan (EHCP), which specifically identifies the young person as having difficulties relating to Social, Emotional and Mental Health Difficulties (SEMH).

Woodlands Wem can accommodate up to 56 pupils on a non-residential basis and has classrooms that can accommodate 8-12 pupils and a number of specialist rooms, e.g. science laboratory, art room, DT room and a food technology room. There are extensive grounds and pupils have access to outside learning through activities such as gardening and bee keeping. On site there are also a range of sports facilities including football, tennis courts and a gym.

Woodlands Oswestry is a KS2 provision for up to 12 pupils with a primary area of need being identified as SEMH. This small school shares a site with a mainstream primary school.

Woodlands Bishops Castle is located within the grounds of The Community College in Bishops Castle and through the kind support of the Governors and Headteacher of the Community College, the provision benefits from the use of several shared resources. It is a KS2 provision for up to 12 pupils with a primary area of need being identified as SEMH.

Further information about the facilities, provision and policies at Woodlands School can be accessed via our website www.woodlandscentre.org and also via Shropshire County Council's Local Offer which can be found at: <https://shropshire.gov.uk/the-send-local-offer/>

What are the kinds of special educational needs provided for at Woodlands School?

Woodlands School is a specialist school for children and young people with Social, Emotional and Mental Health needs. This involves supporting children and young people with a wide range of needs including attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Woodlands School can also provide support for a wide range of co-occurring needs relating to the broad areas of needs such as:

- Cognition and Learning - dyslexia, dyscalculia and developmental co-ordination disorder (dyspraxia)
- Communication and Interaction – speech, language and communication needs (SCLN), autistic spectrum condition (ASC) and sensory processing needs.
- Sensory and/or physical needs – hearing impairments (HI) and visual impairments (VI)

What policies are there for identifying children and young people with SEN and assessing their needs?

A pupil would enter Woodlands School with their areas of need identified within an Education Health and Care Plan (EHCP). During the statutory assessment process, external advice and assessment would have been sought and may include Educational Psychologist, Bee U, (formerly Child and Adolescent Mental Health Services (CAMHS)), Paediatricians, Learning Advisory Teachers and other therapeutic services. School utilise the advice within this documentation and use it in addition to information gathered from the pupil's previous school and parents and carers to plan to meet the pupil's specific needs. In addition, Woodlands School Outreach may provide further specific assessment to help establish baselines of attainment and provide advice for classroom provision and support.

In addition, processes and systems are in place to identify, support and monitor any additional barriers to learning and progress. This is done via the following:

- Each child or young person has a Pupil Centred Profile (PCP) which is co-produced with parents and children and young people. PCPs are shared with all staff working with individual children and young people. PCPs identify strengths, interests and outcomes, alongside interventions and approaches to support needs and enable progress. PCPs are linked to outcomes, interventions and strategies outlined in a child or young person's EHCP.
- If additional concerns are raised then some children and young people may have an Individual Behaviour for Learning Plan or Positive Handling Plan. The child or young person and their tutors in consultation with the Pastoral Manager review these regularly.
- EHCP annual and interim reviews.
- Teacher assessments and evaluation of progress in class:
 1. At Woodlands Oswestry and Woodlands Bishops Castle half termly assessments are completed to monitor progress with literacy (reading and spelling), maths, writing, grammar and punctuation. Targets are given during assessment week and reviewed the following half term. An SEMH tracker is also completed. Daily targets and assessment objectives are set then amended and changed to suit the needs of the learners.
 2. At Woodlands Wem, literacy testing and screening via reading and spelling tests are completed every 6 months. Subject assessments take place termly. Progress is monitored to inform teaching and learning strategies as appropriate.
- Pastoral liaison with families and outside agencies.
 1. Woodlands Wem has a dedicated pupil pastoral manager Nikki McGarvey who liaises with parents and outside agencies as required.
 2. At Woodlands Oswestry and Woodlands Bishops Castle there is a communications book which is used daily and the Teacher in Charge makes referrals and liaises with outside agencies as necessary in consultation with parents and children and young people.

How are parents and carers consulted and involved in their child's education?

As a school, we strive to build and maintain an atmosphere of mutual respect and dialogue in which the needs of the children are paramount. We believe firmly in the need for the involvement of parents and carers in the education of their children throughout their school career at Woodlands. At Woodlands School, parents are consulted and involved in the following ways:

- Weekly contact with parents and carers from the young person's tutors
- Termly parents and carers consultation meetings held in different geographical locations including the annual review

- Parents and carers are invited to contribute to the person centred plan
- Annual and Interim Reviews
- Annual Reports
- Additional meetings as requested by parents, carers or school

In addition to the above, Woodlands Oswestry and Woodlands Bishops Castle involve and consult with parents and carers via operating an Open Door Policy for all parents and carers. A daily communications book is also used to maintain daily contact with parents and families. Phone calls are made to parents and carers as necessary both to celebrate as well as discuss concerns.

At termly consultation meetings the pupil's academic progress, behavioural progress and EHCP outcomes are discussed and reviewed. If an amendment to a pupil's EHCP should be indicated this is usually facilitated either at the annual review or by calling an interim review.

The pupil's annual review focuses on what they have achieved as well as on any difficulties that need to be resolved. Teachers submit information regarding attainment and attitude in lessons as well as identifying what is working well to support the pupil. This may include differentiation by content or outcome or provision of additional resources e.g. use of ICT to support writing. At the review, the contributions of the pupil and parent/carer are sought and short-term targets are identified in consultation with the pupil, parent/carer and the school. These short-term targets will be the focus for evaluating progress over the next 12 months and serve to allow progression towards the long-term objectives identified within the EHCP. The school are continuing to develop their person centred approach to all review meetings ensuring that the aspirations of the young person are central to all forward planning.

To facilitate contributions to annual reviews parent/carer contribution forms are routinely sent out with the invitations to attend the review meeting and are submitted if parents cannot or choose not to attend the meeting. To further support families who live some distance from school in the south of the county, we can hold the review meeting at a local secondary school.

Staff are proactive in providing telephone contact in place of face-to-face meetings.

Parents and carers are not limited to formal parent consultations and are welcome to make an appointment with school at any time of the year.

Tutors provide frequent feedback to parents and carers and the Pastoral Manager will also contact families to support pupil progress and attendance.

Through this policy of open dialogue, it is hoped that parents and carers feel well informed and play a full part in their child's education.

There is a Parent Governor on the schools governing body who participates in monitoring and evaluating the quality of teaching and learning, pupil progress, behaviour and the quality of leadership and management. This position is currently vacant.

How are children and young people consulted and involved in their education?

Children and young people are consulted and involved in their education in the following ways:

- Immediate feedback on progress in class.
- Written feedback on progress in class
- Discussions with subject staff on their attainment and progress
- Discussions with subject staff on their targets
- Consultation and views sought as part of person centred planning process

- Children and young people are encouraged to attend and participate in annual reviews.
- Discussions with other professionals on their attainment and progress.
- School council
- Participation in the recruitment process for staff

What is the approach to teaching children and young people with SEN? What adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Broad and Balanced Curriculum

At Woodlands School we endeavour to provide children and young people with a broad and balanced curriculum which is differentiated to meet their needs. Details of the content of the curriculum is available on our website.

At Woodlands School a good range of subjects is offered including English, Maths, Science, ICT, PE, Food Technology or Resistant Materials (DT) and Art. We do not offer foreign languages, as many of our pupils need additional curriculum time to master skills in English such as reading and writing. In addition, there are a range of vocational options, which supplement the formal curriculum, which are designed to expand pupil experience and improve aspirations.

At Woodlands Oswestry and Woodlands Bishops Castle the whole national curriculum is covered with daily input of Maths and English together with an opportunity to experience activities such as horticulture, which, with a cross-curricular approach, gives practical experience of Science, Maths and English and also builds personal and social skills.

Teaching and Learning Approaches

At Woodlands School teaching and learning approaches and styles are dependent upon the needs of the group being taught, and on the nature of the individual needs within the group. Teaching and Learning approaches support pupils who can be resistant to literacy based learning and so is often active (kinaesthetic) and practical where appropriate.

In addition, as part of the school's Relationship Based Behaviour Co-Regulation Policy staff are encouraged to use the following approaches when teaching and supporting children and young people in class:

- PACE – Playfulness, Acceptance, Curiosity and Empathy
- Trauma and attachment informed co-regulation strategies
- De-escalation strategies
- Positive and respectful relationship building strategies

Please see the Relationship Based Behaviour Co-Regulation Policy for more details on these approaches.

Class and pupil grouping

All pupils are taught within small class groups, and the size of the group and level of staffing is dependent upon the nature of the group. This includes:

- Pupils in Year 7 are taught in a dedicated area for much of the school day providing an extended transition from primary to secondary schooling. This means they can feel settled quickly in a nurturing environment with very structured routines and high expectations.
- Year 8 pupils are usually taught as a class together but may on occasion be in a combined year 7/8 class.
- In Year 9, pupils are streamed along with other Key Stage 4 pupils and start a three-year examination timetable planned and taught at their level, leading to a range of qualifications.

- At Woodlands Oswestry and Woodlands Bishops Castle specialist, primary trained teachers teach the pupils in small groups based on age, SEN and attainment needs.

Equality and Accessibility

The following principles are followed to endeavour to ensure accessibility for all:

- All of our curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to go on any scheduled residential trips.
- All pupils are encouraged to take part in sports events and special workshops, etc.
- No pupil is excluded from taking part in these activities because of their SEN or disability unless a full risk assessment has been completed and the risk factor is deemed too high. In this case, risk reduction amendments to the activity will be fully considered to try to facilitate inclusion.

Reasonable adjustments are made to the core provision, including the provision of auxiliary aids and services as necessary to ensure that all children and young people are included and supported at Woodlands School, to prevent them being put at a substantial disadvantage (Equality Act, 2010).

Please follow the links to the following policies for further details:

- Single Equality Duty Plan

Woodlands Hive

Woodlands understands that all children learn differently and some require a different approach on both a permanent and temporary basis. With this in mind, Woodlands Hive offers students an alternative package that is tailored to their needs and abilities. This approach is implemented with the input of external professionals and incorporates both an in-house model but also provides access to external providers who further enrich the curriculum. Please see Alternative Provision Policy for more details on how Woodlands Hive works and how children and young people can access this provision.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

Assessment is an ongoing process, and focusses on a pupil's outcomes within their EHC plan and also teacher set targets for academic subjects. These are reviewed and assessed in the following ways:

- Academic assessments and reviews take place termly.
- Progress towards the outcomes in their EHC plan is reviewed termly as part of the person centred planning process.
- Progress towards the outcomes in their EHC plan is formally reviewed at the pupil's Annual Review or additionally at interim reviews if required.
- Assessments and reviews regarding non-academic skills and progress are monitored and reviewed through observations and meetings with mentors.
- At Woodlands Oswestry and Woodlands Bishops Castle half termly assessments are completed to monitor progress with literacy (reading and spelling), maths, writing, grammar and punctuation. Targets are given during assessment week, reviewed the following half term. An SEMH tracker is also completed. Daily targets and assessment objectives are set then amended and changed to suit the needs of the learners.
- At Woodlands Wem, literacy testing and screening via reading and spelling tests are completed every 6 months. Subject assessments take place termly. Progress is monitored to inform teaching and learning strategies as appropriate.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

The admission of pupils to Woodlands School follows agreed decision making at the Local Authority Admission Panel. All pupils attending the school will have an EHCP in which Woodlands School is named as the appropriate provision. Opportunities to visit the school are provided as part of the decision making process. Full details of the admissions process and policy can be found on our website.

Year 7 transitions

During year 6 pupils on role at Woodlands Oswestry and Woodlands Bishops Castle will have the opportunity to consider their placement for year 7. This process is usually discussed first in year 5 at the annual review. Options may include transfer to a mainstream secondary school, transfer to Woodlands School in Wem, transfer to an alternative Specialist School either in Shropshire or out of county or occasionally an additional year at Woodlands Oswestry and Woodlands Bishops Castle. Suitable provision will be decided in consultation with parent/carers, the pupil, school staff and the local authority SEN team.

For pupils transitioning into mainstream a detailed and personalised transition plan will be formulated in conjunction with their new school.

For pupils moving to Woodlands Wem there will be taster days to visit and opportunities to develop relationships with staff at Woodlands Wem prior to the move. Pupils usually transfer to Woodlands Wem during the summer term so that they can settle in before the long summer holiday.

Post 16 Transition

Transition to adulthood is supported in the following ways:

- Year 11 pupils have the opportunity to have one day a week at Shrewsbury College experiencing a range of different course options including motor vehicle, construction and catering. The programme is designed to develop aspirations for post 16 education or training and through their familiarity with the college environment increase their likelihood of transitioning successfully into mainstream college.
- Year 10 pupils have a short work experience, preferably at an organisation they have identified within their local area. This enables them to gain valuable insight into the adult world of work.
- Some pupils can, if appropriate and if all parties agree, continue with a more regular experience during Year 11 where they can develop their skills and experiences more fully.
- From Year 9 onwards pupils develop their Preparation for Adulthood Plan with their tutor as part of the annual review of EHCP process. This process allows the pupil, their parents and carers and school to work together to achieve long-term outcomes and securing places in further education, training or work.
- The Year 11 annual review is held in the autumn term and is usually attended by the SENCO from both Shrewsbury College and North Shropshire College; these are the two colleges, which cover most of Shropshire. In the event that a pupil has identified an alternative educational provision then the college SENCO would be invited to attend the review meeting. Involving the Further Education Colleges at this stage facilitates planning for support from the following September and usually allows additional visits during the summer term. School staff are always happy to help pupils in their applications, through discussion, visits, or practical help such as filling in forms and accessing interviews.
- Focussing on real-life problems in Maths teaching, PSHE lessons
- Providing access to careers advice

How we support social and emotional development needs and behaviour for learning?

This is an integral part of our work. All staff share responsibility for this, and this is reflected in our teaching and in our curriculum. The school has a Relationship Based Co-Regulation Policy to try to ensure appropriate support is in place to improve emotional and social development. All staff have undertaken Level 3 attachment training to enhance their skills and expertise in supporting the emotional and social development of all children and young people.

All children and young people have named tutors who meet with them regularly to ensure consistency of support and make sure pupils have the opportunity to build a strong and supportive relationships with staff. The pupils have daily contact with their tutors and also scheduled meetings in which they work together to review, plan, monitor and reward success. The tutors also communicate with home regularly.

We also have a dedicated Pupil Pastoral Team who liaise with our staff and with a wide range of external agencies to ensure that pupils with specific needs in these areas have the best possible support. The manager works with pupils and their families to ensure that issues affecting pupil attendance and success are dealt with as quickly and effectively as possible.

We recognise that our pupils have frequently had negative experiences of school and have therefore disconnected from learning. In order to support behaviour for learning we ensure that there are always staff available to make sure that any pupil needing extra help with learning or behaviour will get it. Pupils start to follow varied examination courses in Year 9, dependent upon academic suitability. This means that we can make sure teaching is at the right level for each child, on a course selected to enable them to do as well as possible.

Roles and Responsibilities

- All teachers and staff take responsibility for meeting the individual needs of our pupils. Modification and differentiation in learning is the responsibility of the subject teacher and represented in lesson planning.
- All staff are involved in meeting pupils SEMH needs through the modelling of appropriate behaviour and communication skills, the tutor group system and also, when required, in safely delivering de-escalation support and/or physical restraint.

Specific staff roles and responsibilities with regard to this policy at Woodlands School are as follows:

- Woodlands School Headteacher – Jules Taylor: Responsibility for the statutory responsibilities, policies and practice for and within Woodlands School, performance management of Teachers, recruitment and training, school admissions, risk assessments, curriculum development and the monitoring and evaluating of pupil progress. Evaluates data and directs policy and practice within school.
- Business Manager – Lisa Dugmore: Responsible for monitoring pupil funding, resource allocation and budgetary management.
- Pastoral Manager – Nikki McGarvey: Responsible for pastoral support including the tutor group system, admissions process, home liaison, pupil attendance and support for Children Looked After (CLA).
- CLA Coordinator is Martyn Foden: Responsible for coordinating support and provision for children who are looked after at Woodlands Wem.

- Woodlands Oswestry Teacher in Charge Claire Homes, Woodlands Bishops Castle Teacher in Charge Holly Wainwright: Responsible for the planning and delivery of learning at Woodlands Oswestry and Woodlands Bishops Castle. Monitor and evaluate behaviour for learning and implement behaviour plans as required within both settings. Also have responsibility for the scheduling and holding of annual reviews for pupils in KS2, transition planning for pupils to their KS3 provision and for coordinating support and provision for children who are looked after.

How do Governors support our children and young people?

The Governing Body is aware of its responsibilities and maintains a supportive as well as constructively critical stance in relation to the curriculum and the quality of education provided by the school. The Governing Body as a whole accepts its duty to evaluate the effectiveness of the education provided. The mechanism through which evaluation takes place involves:

- Governors scrutinise the School Improvement Plan to gauge the extent to which the objectives stated have been fulfilled.
- Governors, alongside the Senior Leadership Team review work from the pupils across all curriculum areas.
- Governors receive direct feedback on aspect of school improvement from the Senior Leadership Team and curriculum leaders.
- Governors attend relevant school training events alongside teachers.
- Governors monitor and agree statutory policies.

What specialist training and expertise do the staff have?

Staff have access to a wide ranging programme of Continuing Professional Development which focuses on the needs of our pupils. We also buy-in training and advice on a range of issues in order to ensure that we offer the best possible provision.

Training undertaken over the last 2 years includes:

- Team Teach training for all staff
- Level 1, 2 and 3 Attachment Training for all staff
- Supporting dyslexia in the classroom
- Safeguarding Training

Expertise and Professional qualification of staff:

A number of staff hold additional qualifications at postgraduate level relating to Special Educational Needs. In addition to this:

- A member of staff is trained to deliver the No Worries Programme.
- A number of members of staff hold the National SENCO Accreditation Award.
- A number of members of staff at Woodlands School Outreach are Associate Members of the British Dyslexia Association (AMBDA) trained specialist teachers.

Training and CPD needs are monitored to ensure staff have access to the right training to support them within their roles.

How does the school engage with and involve outside agencies?

External agencies and support services play a crucial role in the provision offered by Woodlands School. Successfully meeting the often complex needs of children requires a team effort. The school welcomes the support of all external agencies. We currently work with the following outside agencies:

- Bee U (formally CAMHS)
- Local Authority (LA) SEN Team
- Virtual School for supporting Children who are looked after (CLA)

- LA Educational Psychology Services
- NHS professionals as appropriate
- Children's Services
- Early Help Team
- Youth Offending Teams
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)
- School Nurse
- Residential care homes
- Other SEMH Special Schools including Adelaide Academy Trust and Cheshire Inclusive Teaching Alliance (CITA).

Examples of outside agencies working with Woodlands School are as follows:

- The Educational Psychological Service – as all of our pupils are in receipt of an EHCP an Educational Psychologist will have assessed them. Further advice and guidance can be sought by school through the Local Authority if the pupil's needs are considered to have changed substantially.
- Shrewsbury College are commissioned by Woodlands to work with pupils from year 10/11 onwards helping them to experience courses at college and to formulate careers ideas and aspirations for possible post 16 education or training.
- The Educational Welfare Officer works in conjunction with our Pastoral Manager in supporting the school to raise pupil attendance.
- The School Nurse service supports the school and pupils in all health related matters. The nurse service can also provide advice to pupils regarding sexual health. The Children and Families Act 2014 places a duty on all schools to make arrangements to support pupils with medical conditions. The school nurse provides us with expert guidance in meeting any specific medical needs for our pupils.
- Bee U (formerly the Child and Adolescent Mental Health Service (CAMHS)) liaise closely with us and the Bee U team on a regular basis sees a number of our pupils.
- The Teacher for Travelling Children provides advice and support for school to ensure that we meet the needs of our pupils from the travelling community.

The school also has very close links with Social Services. Our Pastoral Manager is a key member of staff along with identified designated officers in working with this service to support the pupils and their families.

How do we manage complaints?

The school aims to provide a high quality education and service for all its pupils. Complaints and concerns regarding provision are treated seriously and are seen as a constructive part of school development.

If you have concerns about the progress and welfare of a child or young person then you can contact the following members of staff to discuss those concerns:

Woodlands Wem: Deputy Headteacher, Cat Shepherd 01939 232372

Woodlands Oswestry: Teacher in Charge, Claire Holmes 01939 232372

Woodlands Bishops Castle: Teacher in Charge, Holly Wainwright 01939 232372

In the event that parents/carers or pupils feel that they have not received satisfactory responses or actions from the school they should contact either Jules Taylor, Headteacher or the Chair of the Governing Body, Mr Paul Nicolson. Mr Nicolson can be contacted by writing to the school and addressing the envelope either for the attention of the Chair of Governors or for the Clerk to Governors. All letters are treated confidentially and will not be seen by school staff.

Parents can also access independent advice from Shropshire Information, Advice and Support Service (IASS) - <https://www.shropshire.gov.uk/the-send-local-offer/education/education-services/information-advice-and-support-service-iass/>

Complaints and concerns will be dealt with under the terms of our Complaints Policy, which is published on our website - <http://www.woodlandscentre.org/wp-content/uploads/2019/07/Complaints-Procedure-May-2019.pdf>