



SEND Information Report Woodlands School

Member of Leadership Team with Responsibility for Update of Policy	Rachel Butterfield SENDCO
Headteacher	Julia Taylor
Date adopted by the Governing Body	21 st September 2021
Policy Review Cycle	Annually
Date for Policy Review	September 2022

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 (SEMH) needs. This involves supporting children and young people with a wide range of needs including Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder.

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

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

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

Children and young people attending Woodlands School have Education Health and Care plans (EHCPs). An EHCP is a personalised, co-produced plan including detailed assessment of a child or young person's SEN needs. During the statutory assessment process, external advice and assessment would have been sought and may include advice from Educational Psychologists, Bee U, (formerly known as CAMHS), Paediatricians, Speech and Language Therapists, Learning Advisory Teachers and other therapeutic services. School utilise the advice within this documentation and use it in addition to information gathered from the student's previous school and parents/carers to plan to meet the student's individual 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.

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 Person Centred Plan (PCP) which is co-produced with parents/carers, children and young people. PCPs are shared with all staff working with individual children and young people. PCPs identify strengths, interests, aspirations and short term outcomes/targets, alongside interventions and approaches to support needs and enable progress. PCPs are linked to long term outcomes, interventions and strategies outlined in a child or young person's EHCP.
- Formal, termly reviews of PCPs following the assess-plan-do-review cycle, as well as continual monitoring and annotating of PCPs.

- Implementation of a Personalised Learning Plan (PLP) if a child or young person needs to follow a bespoke timetable. This is a document created by the Local Authority.
- Implementation of a Pupil Support Plan (PSP) which details specific strategies to use to meet need for children and young people requiring additional to and different from the universal offer of support.
- Implementation of a Pupil Handling Plan (PHP) for children and young people who are needing regular physical intervention to keep them and others safe. The child or young person and their tutor in consultation with the Pastoral Manager review these plans regularly.
- EHCP annual and interim reviews.
- Teacher assessments and evaluation of progress in class:
 1. In Lower School, half-termly and/or 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. These targets link to academic and EHCP outcomes. An SEMH tracker is also completed.
 2. In Upper School, subject assessments are calendared termly for each subject with feedback provided for pupils. Additionally, literacy testing and screening via reading and spelling tests are completed every 6 months. Progress is monitored to inform teaching and learning strategies as appropriate.
- Pastoral liaison with families and outside agencies:
 1. Woodlands has a Pastoral Team which is led by Pastoral Manager, Nikki McGarvey, who liaises with parents/carers and outside agencies as required.
 2. Tutors contact parents/carers weekly to discuss progress and needs.

Woodlands School has a designated SENDCO, Rachel Butterfield. The SENDCO's contact details, as well as other Senior Leadership Team members can be found below. 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:

SENDCO: Rachel Butterfield
Rachel.butterfield@woodlands.school
 01939 232372

Assistant Headteacher for Lower School: Holly Wainwright
Holly.wainwright@woodlands.school
 01939 232372

Deputy Headteacher: Cat Jones
Cat.jones@woodlands.school
 01939 232372

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

At Woodlands School, parents and carers are consulted and involved in the following ways:

- Weekly contact with parents and carers from tutors via telephone or preferred mode of contact (e.g. text, email)
- Termly parent/carer meetings held in different geographical locations or via Teams, including the Annual Review meeting
- Parent/carer contribution to Person Centred Plans
- Annual and interim reviews of EHCPs
- Reports are produced twice a year
- Additional meetings as requested by parents/carers or school staff
- Phone calls to parents/carers as necessary both to celebrate success as well as discuss concerns
- Personal Education Plan (PEP) meetings for children and young people who are looked after

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
- Curriculum planning based on interests, strengths and aspirations
- 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
- Individualised conversations to determine correct options choices and careers guidance

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 student's outcomes within both their EHCP and PCP. Teachers also set targets for academic subjects. These are reviewed and assessed in the following ways:

- Academic assessments and reviews take place termly
- Progress towards the long term outcomes in the EHCP is formally reviewed during Annual Review meetings or interim reviews. This always includes parent/carer and children and young people's views on progress.

- Progress towards the short term outcomes in the PCP is reviewed termly, including parent/carer and children and young people's views.
- Assessments and reviews regarding non-academic skills and progress are monitored and reviewed through observations and meetings with tutors.
- In lower school, half-termly and/or 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. These targets link to academic and EHCP targets. An SEMH tracker is also completed.
- At Woodlands Wem, literacy testing and screening via reading and spelling tests are completed every 6 months. Subject assessment 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?

Transfer within the school between phases (e.g. KS2 to KS3) is managed through transition days and designated staff meetings.

If a child or young person transfers to Woodlands from another setting, we will arrange a series of taster days to support transition. We will request information from the previous setting and may visit the child or young person in that setting. The Oliver Lloyd Reset Centre may also be used to support the child or young person during the transition.

Transition to further education is supported through the annual review process, additional transition meetings and taster days. Similar arrangements are made if children and young people transfer to other settings.

Preparation for adulthood is provided in a number of different ways:

- Focussing on real-life problems in Maths teaching, PSHE lessons
- Providing access to careers advice
- Arranging work experience programmes
- Woodlands provides individual programme of support for its students in Year 10 and 11 to increase their awareness of and readiness for post 16 options

The approach taken will depend upon the individual needs of the young person involved.

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?

The curriculum at Woodlands School is broad and balanced, and has been developed to meet the individual needs of our students. Details of the content of the curriculum is available on our website. Teaching strategies and styles are dependent upon the needs of the group being taught, and on the nature of the individual needs within the group.

All teaching is carefully differentiated and is appropriately supported by class staff. All students are taught within small class groups, and the size of the group and level of staffing is dependent upon the nature of the group.

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.

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 Policy
- SEND Policy

The Oliver Lloyd Reset Centre

The Reset Centre's concept and aim is to provide purposeful interventions that target exclusion threshold behaviours in order to reduce the risk of exclusion for children and young people at Woodlands School.

The rationale behind this provision is to proactively support students that otherwise would have met the 'threshold for fixed term or permanent exclusion'. Additionally, the centre is also a base for students who require:

- a 'reset' period of time;
- a bespoke timetable;
- and a phased admission process.

The centre is an alternative, short term and proactive provision for a small number of children and young people who attend Woodlands School. It provides bespoke, multiagency approaches and support for children and young people on a short term basis to ensure that barriers to learning and the risk of exclusion are reduced, aiming for students to access the main school provision.

Further details about the provision can be found within the Oliver Lloyd Reset Centre Policy on our website

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 students. 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
- Solution Circles training
- Person Centred Planning training
- Annual Review training

Expertise and Professional qualifications of staff:

- A number of staff hold additional qualifications at postgraduate level relating to Special Educational Needs.

In addition to this:

- There are members of staff who are 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 evaluate the effectiveness of its provision for students?

The school considers a wide range of evidence in order to evaluate its effectiveness. This includes, but is not limited to:

- Feedback from children and young people
- Parental/carer feedback
- Short-term Person Centred Plan (PCP) outcomes/targets linked to longer term outcomes in EHCPs
- Progress against subject target data
- Exam data
- Lesson observations
- Learning walks
- Quality assurance of PCPs
- Scrutiny of work, teacher planning and record keeping
- Open door policy for staff and outside agencies to support learning

What support is in place for improving emotional and social development?

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 Behaviour Co-Regulation Policy to ensure that 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.

Incidental teaching of social and emotional literacy skills is embedded into every day classroom practice within all lessons/subject areas for students, as well as during break times. Depending upon individual needs, students may also access specific interventions focusing on developing social and emotional literacy skills, such as:

- Talkabout
- ELSA sessions with ELSA trained staff
- Group social skills intervention
- No Worries
- Trauma informed interventions
- Emotional literacy and social skills lessons at least twice a week for Lower School students

All children and young people are supported by a tutor group system, which ensures consistency of support and makes sure students have the opportunity to build strong and supportive relationships with staff. We also have a dedicated Pupil Pastoral Team who liaise with our staff, children and young people, families and with a wide range of external agencies to ensure that children and young people with specific needs in these areas have the best possible support.

The school has an Anti-Bullying Policy, which outlines all approaches and strategies taken to prevent bullying. The Anti-Bullying Policy can be found on our website.

How does the school engage with and involve outside agencies?

Woodlands School engages and works with a wide range of outside agencies to support the needs of our children, young people and families, including:

- Bee U (formerly CAMHS)
- Local Authority (LA) SEN Team
- Virtual School for supporting children who are looked after (CLA)
- LA Educational Psychology Services
- NHS professionals, including the School Nurse
- We Are With You Shropshire
- CLIMB
- 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)

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

- All of our curricular activities and school visits are available to all children and young people
- All students are encouraged to go on any scheduled residential trips
- All students are encouraged to take part in sports events and special workshops, etc.
- We arrange sporting fixtures with other local specialist schools
- As part of the Marches Academy Trust of schools, regular sporting events are arranged and attended by our students

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.

What are the arrangements for handling complaints from parents/carers of children with SEN about the provision made at the school?

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:

SENDCO: Rachel Butterfield
Rachel.butterfield@woodlands.school
 01939 232372

Assistant Headteacher for Lower School: Holly Wainwright
Holly.wainwright@woodlands.school
 01939 232372

Deputy Headteacher: Cat Jones
Cat.jones@woodlands.school
 01939 232372

In the event that parents/carers or children and young people feel that they have not received satisfactory responses or actions from the school they should contact either Julia Taylor, Headteacher or the Chairman of Governors, Stuart Evans. Stuart Evans 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 and carers 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 - [MAT-Complaints-Procedure-February-2021-FINAL.pdf](https://www.marchesacademytrust.co.uk/MAT-Complaints-Procedure-February-2021-FINAL.pdf) ([marchesacademytrust.co.uk](https://www.marchesacademytrust.co.uk))

What are the arrangements for supporting children and young people who are looked after by the local authority and have SEN?

The CLA Co-ordinator is Martyn Foden. Designated staff meet with the virtual school leads, as well as the child or young person's carers, social workers and other key figures. At these meetings, staff will review the PEP and create SMART targets appropriate for the child at the setting. These targets will include a numeracy and a literacy target that is created with consultation from the respective subject lead teachers.

Designated staff review funding for the individual child or young person, focusing on how to use it effectively to support the child and submitting bids through the ePEP system in order to access money for CLA. These meetings take place once every term.

CLA Co-ordinator, Martyn Foden, can be contacted at:

Martyn.foden@woodlands.school

01939 232372

Links to other policies and information

- LA Local Offer: <https://www.shropshire.gov.uk/the-send-local-offer/>
- Woodlands School SEND Policy: [B5C4F10FC657F1F2C9ADB8AC0CB5596A.pdf](https://www.woodlands.school/B5C4F10FC657F1F2C9ADB8AC0CB5596A.pdf) ([woodlands.school](https://www.woodlands.school))