

SEND Information Report 2022/2023



Woodlands school
Part of the Marches Academy Trust

AIMS

Our SEND information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Our mission is to enable young people to be successful, creative, lifelong learners participating in a journey of self-discovery through the Trust vision of 'Achievement through caring'. It is our belief that all students have the right to a great education, full of opportunities and new experiences.

We are committed to providing a rich and varied curriculum that finds the talent in everyone. It is our aim to develop a love for learning so that our young people are driven to seek educational experiences that both inspire and challenge them as they progress throughout the school, and beyond. Our ultimate aim is to empower our learners to be independent, emotionally intelligent and successful members of society.

This means that all students' needs are regarded as special and that the needs of students with learning difficulties and/or disabilities (SEND) will be addressed naturally within the school's learning policy.

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Students and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEN information report

WHO CAN I TALK TO ABOUT MY CHILD'S DIFFICULTIES/DIFFERENCES WITH LEARNING/SPECIAL EDUCATIONAL NEEDS OR DISABILITY?

The Special Educational Needs and Disability Co-ordinator (SENDCo) for Woodlands School is

Rachel Butterfield

Please contact at:

Email: rachel.butterfield@wdl.mmat.co.uk

Tel: 01939 232372



She is responsible for:

- Coordinating all the support for students with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all students get a consistent, high quality response to meet their needs in school. This includes developing and monitoring the school's graduated response of support for our students and supporting the assessment of progress and impact.

- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the school's SEND Development Plan.
- Ensuring that parents and carers are involved in supporting their child's learning, kept informed about the support their child is getting, and involved in reviewing how they are doing.
- Liaising with all the other people/professionals who may be coming into school to help support a student's learning: Speech and Language Therapy, Educational Psychology, Dyslexia Specialist Teachers, Sensory Inclusion Service, etc.
- Updating the school's SEND register (a system for ensuring all the needs of students in the school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help students achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the school's SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable students.
- Coordinating Access Leaders/Learning Support Assistants and Teaching assistants to ensure the best support is given to the students.

Your child's Class Teachers and Tutor(s) is responsible for:

- Checking on the progress of students and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing Person Centred Plans (PCP) and sharing and reviewing these with parents at least once each term, and planning for the next term.
- Completing Assess, Plan, Do and Reviews of students' short-term outcomes/targets.
- Ensuring that all staff working with a particular student in school are helped to deliver the planned work/programme for the student, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, in addition to differentiated Quality First Teaching.
- Ensuring that the school's SEND Policy is followed in all classrooms and for all the students they teach.
- Implementing recommendations from outside agencies.

The Headteacher, Julia Taylor is responsible for:

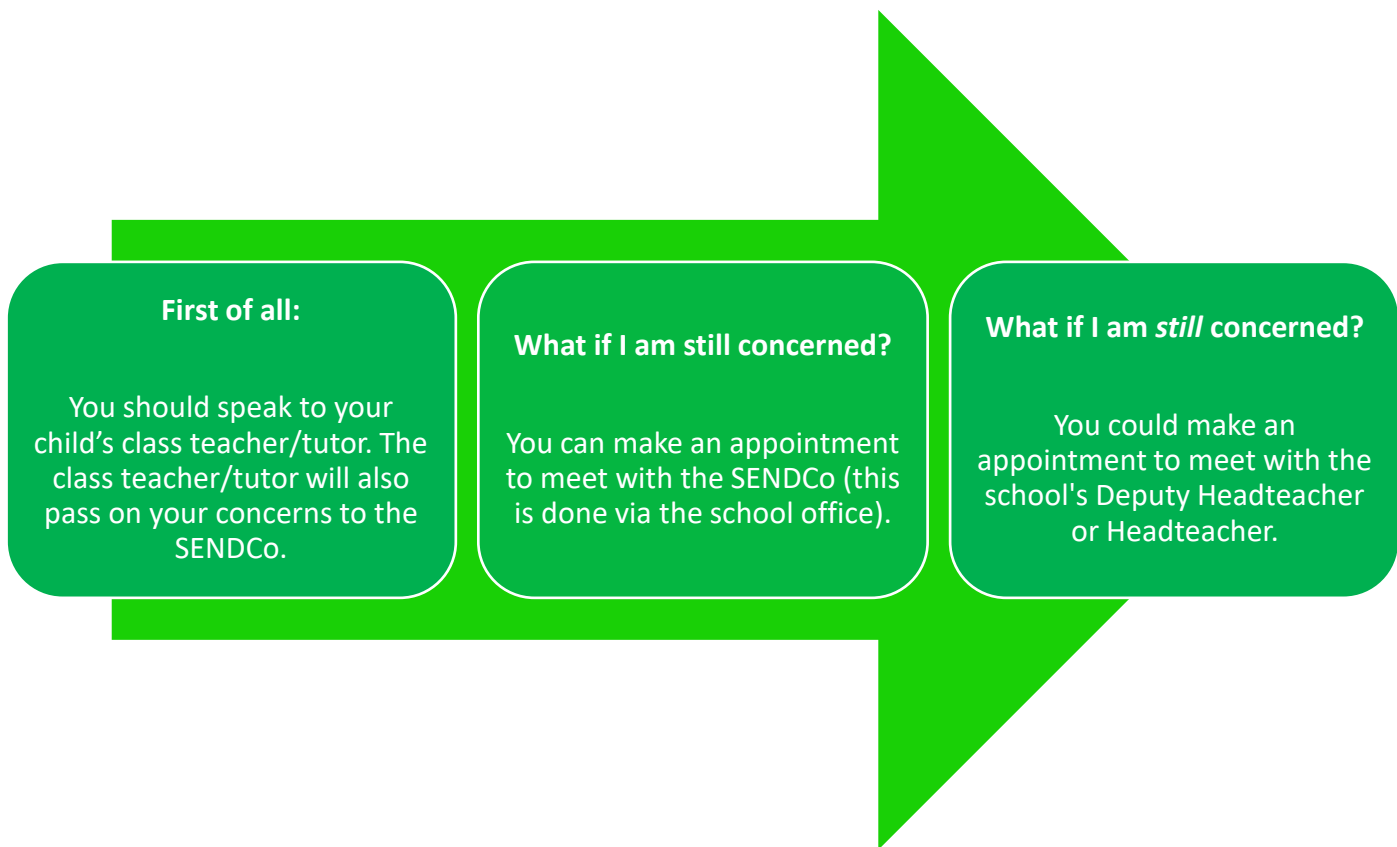


- The day-to-day management of all aspects of the school, this includes the support for students with SEND.
- Giving responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Supporting the school SENDCo in terms of budgeting the SEND provisions.

The SEND Governor, Liz Mansell, is responsible for:

- Making sure that the necessary support is made for any student who attends the school.
- Challenging the school to ensure ALL students are supported to reach their full potential.

HOW CAN I LET THE SCHOOL KNOW IF I AM CONCERNED ABOUT MY CHILD'S PROGRESS IN SCHOOL?



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 from tutors via telephone or preferred mode of contact (e.g. email)
- Termly parent/carer meetings held in school or via Teams
- Annual Review of EHCP meeting
- Parent/carer contribution to Person Centred Plans (termly)
- 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 (CLA)

HOW ARE CHILDREN AND YOUNG PEOPLE CONSULTED AND INVOLVED IN THEIR EDUCATION?

At Woodlands School, children and young people are consulted and involved in their education in the following ways:

- Immediate feedback on progress during lessons
- Curriculum planning based on interests, strengths and aspirations
- Written feedback on progress in class
- Discussions with subject staff on their attainment and progress
- Consultation and views sought as part of person centred planning process
- Students are encouraged to attend and participate in their 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
- Weekly discussions during tutor time about progress towards PCP outcomes

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR STUDENTS AT WOODLANDS SCHOOL?

All students at Woodlands have Education Health and Care Plans (EHCPs), which include the provision/support provided in order to meet their needs, e.g. interventions, specific strategies, outside agency involvement etc. In addition, we also follow a graduated pathway using the wave process. This process follows the assess-plan-do-review model, which is evidenced through the students' Person Centred Plans (PCPs).

Our curriculum is designed to meet the needs of our students. In Key Stage 4, students follow one of three pathways, which are each designed to enable students to achieve outcomes needed for their post 16 aspirations. Please see our Curriculum Policy for further information.

Woodlands School Provision Map

	<u>All students have access to:</u>	<u>Additional strategies for students may include (when appropriate):</u>
<u>Cognition and Learning</u>	<ul style="list-style-type: none"> • Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g. seating • Stimulating curriculum • Different learning styles • Small class sizes (up to 8 students supported by 1-2 adults) • Focused teaching on individual targets • Visual aids/timetables 	<ul style="list-style-type: none"> • Multi-sensory activities e.g. for spelling • Extra 'thinking time' to organise thoughts and complete work • Additional reading with an adult • Additional use of ICT (information communication technology) • Scribe for writing • Activities to develop memory skills • 1:1 teaching for phonics • Intervention e.g. tutoring

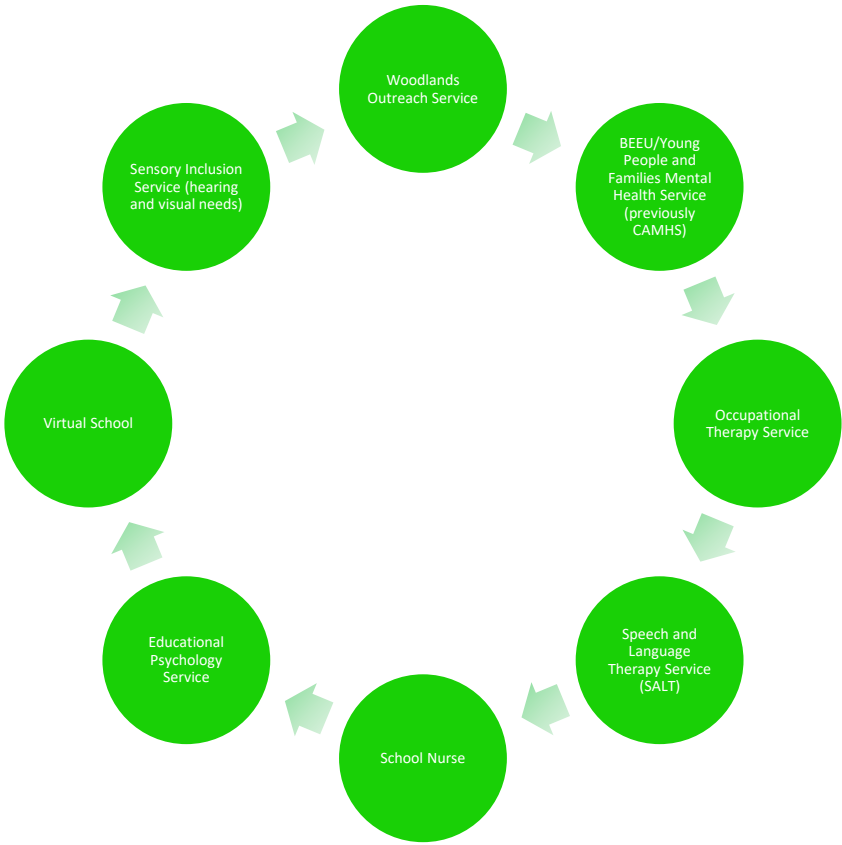
	<ul style="list-style-type: none"> • Use of resources to aid concentration e.g. lap pads, fidget toys 	<ul style="list-style-type: none"> • Individual support from LSAT, Educational Psychologist and Outreach service • Precision Teaching
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	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<u>Communication and Interaction</u>	<ul style="list-style-type: none"> • Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g. seating • Stimulating curriculum • Different learning styles • High focus on speaking and listening activities • Small class sizes (up to 8 students supported by 1-2 adults) • Visual timetables • Multi-sensory activities • Visual cues to aid understanding 	<ul style="list-style-type: none"> • Peer support to model language • Additional use of ICT • Intervention groups e.g. social skills group, Talk Boost • Individual support from Speech and Language Therapist, LSAT or Educational Psychologist
	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>
<u>Social, Emotional and Mental Health</u>	<ul style="list-style-type: none"> • Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g. seating • Stimulating curriculum • Different learning styles • Whole school behaviour policy – rewards and sanctions • Focused PSHE curriculum • Termly reward trips • Attachment friendly and trauma informed approaches, e.g. PACE, emotion coaching, co-regulation, unconditional positive regard. • Use of co-regulation spaces/rooms, e.g. Cube, chill out rooms. • Individualised regulating tools and strategies • Time with therapy dogs • Meet and greet with key adults • Three times daily emotional check ins with key adults 	<ul style="list-style-type: none"> • Individual support from Educational Psychologist, BeeU, Outreach, We are with you Shropshire etc. • Music Therapy • ELSA sessions • Pupil Support Plan • Use of Reset Centre • Targeted intervention with Reset staff • Cognitive Behaviour Therapy based interventions

	<u>All students have access to:</u>	<u>Additional strategies for students with SEND may include (when appropriate):</u>

<u>Sensory and Physical</u>	<ul style="list-style-type: none"> • Quality first teaching • Flexible teaching arrangements e.g. seating • Stimulating curriculum • Different learning styles • PE curriculum • Use of resources such as pencil grips, writing slopes, different paper types, larger fonts, alternative PE equipment • School games teams • Visual aids • Regulating tools and resources 	<ul style="list-style-type: none"> • Focused teaching on individual targets • Additional use of ICT • Individual support from Sensory Inclusion service, Occupational Therapy, Physiotherapy
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WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO STUDENTS AT WOODLANDS?



WHAT SPECIALIST TRAINING AND EXPERTISE DO STAFF HAVE TO HELP THEM MEET THE NEEDS OF STUDENTS?

Staff have access to a wide-ranging programme of Continuing Professional Development, which focuses on the individual needs of our students. We also buy-in training and advice on a range of topics 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
- Supporting dyslexia in the classroom
- Safeguarding training
- Solution Circles training
- Person Centred Planning training
- Annual Review training
- ADHD Foundation 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 and also ELSA trained staff. Several members of staff also hold the National SENCO Accreditation Award.

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

- Termly analysis of students' needs are undertaken by the SENDCo and CPD is targeted to these specific areas of SEND if needed.

HOW DO WE EVALUATE THE EFFECTIVENESS OF THE PROVISION MADE 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 students
- Parent/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
- Half termly intervention team planning meetings
- Scrutiny of work, teacher planning and record keeping

- Open door policy for staff and outside agencies to support learning
- Use of Arbor to monitor lessons points, attendance etc.

HOW DO WE SUPPORT THE EMOTIONAL AND SOCIAL DEVELOPMENT OF OUR STUDENTS?

This is an integral part of our work due to the nature of our students' needs. All staff share responsibility for this, and this is reflected in our teaching and in our curriculum.

We have a Relationship Based Behaviour Policy to ensure that appropriate support is in place to improve emotional and social development. Staff have undertaken 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 everyday classroom practice within all lessons/subject areas for students, as well as during social times and through all interactions that we have with our students. 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
- Cognitive Behaviour Therapy (CBT) based interventions
- No Worries
- Trauma informed interventions
- Emotional literacy and social skills lessons twice a week for Lower School students
- Weekly, personalised PSHE lessons within tutor team for Middle and Upper School students

All students 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, students, families and a wide range of external agencies to ensure that students with specific needs in these areas have the best possible support.

HOW IS WOODLANDS ACCESSIBLE TO STUDENTS WHO MAY HAVE PHYSICAL DISABILITIES/DIFFERENT ABILITIES?

- Woodlands School does, in parts, have two levels but every endeavour will be made to ensure your child can access a classroom and where possible all classes are on the ground floor with appropriate access. There is a lift in Lower School if needed.
- We ensure that equipment used is accessible to all students regardless of their needs.

WHAT ARRANGEMENTS ARE IN PLACE TO SUPPORT CHILDREN WHO ARE LOOKED AFTER (CLA)?

The CLA Designated Teacher is Becca Price. Designated staff meet with the virtual school leads, as well as with the students' carers, social workers and other key figures.

At these meetings, staff will review the PEP and create SMART targets appropriate for the student. These targets will include a numeracy and a literacy target that is created with consultation from the respective subject 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 Designated Teacher, Becca Price, can be contacted at:

Becca.Price@wdl.mmat.co.uk

01939 232372

SEND LOCAL AUTHORITY – LOCAL OFFER

www.shropshire.gov.uk/the-send-local-offer/

Further support is available from The Shropshire Information, Advice and Support Service (Shropshire IASS) which provides free, confidential and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care.



Contact Shropshire IASS on 01743 280019. The referral line is manned Monday to Friday, 10am till 4pm.

Email address: iass@shcab.cabnet.org.uk Website: <http://www.cabshropshire.org.uk/shropshire-iass/>