



WOODLANDS SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

Special Educational Needs Information Report 2020-2021

1) Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational needs and disability in this school are:

- To make reasonable adjustment for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil needs, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**
- Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

3) The kinds of special educational needs (SEN) for which provision is made at the school

- Children and young people with SEND have different needs, and the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admission policy. If a place is available, we will undertake to use our best endeavours, in particular with parents, to make the provision required to meet the SEND of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - It would be unsuitable for the age, ability, aptitude or SEN of the child or young person or
 - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupils themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's subject teacher/form tutor or Head of Year. This then may result in a referral to the school SENDCo whose name is Sarah Fowler and whose contact details are sfo@woodlandsschool.essex.sch.uk.
- Parents may also contact the SENDCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include
 - 1) classroom lesson drop ins by the Senior Leadership Team, Heads of Faculty, the SENDCo and sometimes external verifiers,
 - 2) ongoing assessment of progress made by pupils with SEND,
 - 3) work sampling and scrutiny of planning to ensure effective matching of work to pupil needs,
 - 4) teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
 - 5) pupil and parent feedback on the quality and effectiveness of interventions provided,
 - 6) attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experience in school and to increase their access to the taught curriculum.
- All pupils have individual targets and a personalised flightpath set in line with national outcomes to ensure ambition. Information on pupil progress along their individual flightpaths is shared with parents through PAM.
- Pupils' attainment is monitored through regular data collections and analyses. Those failing to make expected progress are identified very quickly. There are a range of systems in school for pupils not making progress such as academic board meetings and inclusion in the raising standards initiatives. The school uses a waves of intervention model and interventions are planned using the 3 waves – class based intervention, faculty based intervention, school based intervention.
- The response taken by staff to pupils not making progress differs depending on the extent of underachievement, pastoral issues, key stage and subgroup, but all underachievement is identified and actions planned to address any issues. The PPG coordinator, HPA lead and SENDCo all support the work of the Heads of Year and Heads of Faculty to identify and address potential barriers to learning.
- Where it is decided that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainment.
- Action relating to SEND support will follow an assess, plan, do and review model:
 - 1 **Assess:** Data on the pupil held by the school will be collated by the class teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
 - 2 **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the SENDCo and Progress Mentor team.
 - 3 **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 - 4 **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the

delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of the pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching support, special schools.
3. Social Services
4. Health partners such as School Nurse and Emotional Wellbeing & Mental Health Service

N.B. for a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses Learning Passports and One Plans. These are completed with the involvement of the pupil themselves and identify abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched to each child's needs?

- Teachers plan using pupil's achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

9) How will parents know how their child is doing?

- Data on progress is collected at least termly for all pupils and shared with parents through the PAM website. Each child receives a written school report once a year. In addition, each year group also has a parent consultation evening each year where parents can discuss progress with the class teacher for each subject; the SENDCo is also present at these parent's evenings.
- Parents may also find the use of email to communicate with school staff on a more regular basis useful.

- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the Head of Faculty, the SENDCo, or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01268 282146.

10) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at www.woodlandschool.org and includes links to other websites and resources that we have found useful in supporting parents to help their child learn at home.
- During academic board meetings information on support for pupils will be shared with parents.
- Home learning tasks are shared through the Show My Homework website. Parents are also given logins so they can view their child's homework tasks and support them with their home learning. The school uses a range of learning websites and information on these will be shared with home through the setting of home learning tasks on these websites.
- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEN provision made for pupils?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Termly data for each year group will compare the expected progress of those who have SEN with the rest of the school. The aim being for there to be no gap between the two groups. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- The Personal, Social, Health and Economic (PSHE) curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. This is delivered through all subject areas, focused PSHE days as well as a detailed fortnightly assembly schedule. The PSHE curriculum is audited regularly to ensure that it continues to meet the needs of the pupils.
- Pupil and Parent voice mechanisms are in place through our annual survey and are monitored for effectiveness by the Governor with responsibility for this area. Pupil panels are also held half termly where senior leaders meet with groups of pupils from each year group to listen to their views and discuss any issues they may have.

- The school has a strong pupil voice committee. The committee members are publicised to other pupils and collect data from their peers. The committee focus on a number of issues including wellbeing. They feed back to the school's Senior Leadership Team biannually.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being
- Pupils who find time outside of class e.g. lunchtime) difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupil's well-being and mental health.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies

13) Pupils with medical needs (Statutory duty under the Children and Families Act)

- Pupils with medical needs will be provided with a detailed individual Health and Care Plan, compiled in partnership with the local school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions(DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school ?

The school has access to a range of specialist support that are identified in (6) above. In addition the school employs the following specialist staff:

- A Speech and Language Therapist
- 2 Counsellors
- A Life Coach

The school also has a large team of Resilience Coaches with specialist skills in a range of pastoral needs, e.g. bereavement, anger management.

The SENDCo, senior Speech and Language Progress Mentor and one Class Based Progress Mentors all have Level 3 qualifications in supporting speech and language. One Class Based Progress Mentor has a Level 2 qualification in supporting speech and language.

The SENDCo has advanced qualifications in supporting Special Educational Needs.

15) What training do the staff supporting children and young people with SEND undertake ?

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- Quality first teaching
- Individual pupil needs
- Speech and Language support
- Radio aids and hearing impairments

Enhanced training has been provided on:

- SEND Support at Woodlands School (induction training)
- Supporting pupils in exams
- Differentiation
- Specific areas of need, including: Dyslexia, EAL, Moderate Learning Difficulties
- The Autism Bus

Specialist training has been provided to the SENDCo by:

- The School has regular visits from the Educational Psychologist and the Inclusion Partner who provide advice to staff in order to support the success and progress of individual pupils.

16) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17) How accessible is the school environment?

The following adaptations are available in the school environment:

- Disabled parking marked and located nearest to the school entrance
- Ramps into the school, to ensure the site is accessible to all.
- A lift is available between the G, M and T floors.
- A lift is available between the Atrium and PE/Drama corridor.
- There are disabled toilets on every corridor.
- A hygiene room with shower and handwashing facilities.

Our Accessibility Plan (statutory requirement) describes the action the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

18) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil transition. These include:

Transition in to year 7 from Primary school

- A planned transition programme is delivered during the summer term to support transfer for pupils starting school in September.
- All pupils attend a minimum of 2 induction days.

- Selected SEND pupils are invited to attend one or more additional small-group induction days
- The school runs a summer school to which all new pupils are invited to attend to help their transfer to year 7
- All parents/carers are invited to a meeting at the school with the form tutor where they are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo or Assistant SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions found to any perceived challenges.
- The Assistant SENDCo will also be invited to attend transition meetings for pupils with an EHC plan, held at the primary school during the summer term

Mid-year transfers in (at any age)

- If pupils are transferring from another school, the previous school records will be requested immediately and the SENDCo will attend the intake meeting if there are any identified needs.
- A review meeting will then be set up with parents after a few weeks of attendance.

Mid-year transfers out (at any age)

- Accompanied visits to other providers may be arranged as appropriate.
- The Learning Development administrators will contact the new school to set up meetings between schools to discuss the needs of the pupil with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Preparation for post 16 and post 18 courses, adulthood and independent living

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- The school adheres to the guidance in 'Careers guidance and access for education and training providers, Statutory guidance for schools on providing careers guidance, March 2015'. This places a duty on schools to secure independent careers guidance for all Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision – including the full range of post 16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a pupil has an EHCP, all reviews of that Plan from year 9 onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- Pupils will be supported with college applications as appropriate

19) How are the school's resources allocated and matched to children's special educational needs?

- The school received funding to respond to the needs of pupils with SEND from a number of sources that include:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. For those pupils with the most complex needs, the school may be allocated additional education needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted differentiation in increased access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
 2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
 3. Out of class support (relationship building, social, emotional skills development)
 4. Small group tuition to enable catch up subject or targeted at additional need)
 5. Specific support, advice and guidance is provided to parents and families to improve pupils readiness for learning (relating to pupils difficulties in attendance, behaviour, physiological and emotional needs etc.)
 6. Provision of specialist resources or equipment (use of ICT), sloping board, electronic versions of text etc.)
 7. Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
 8. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
 9. Access to support from in-school sources e.g. progress mentors (peer or adult), resilience coaches, and counsellors.
 10. Implementation of strategies from outside agencies e.g. Children's Support Services, Occupational Therapy, Physiotherapy.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website
- The Year 7 Catch Up Funding is used to provide additional Literacy and Numeracy support to all pupils who did not reach the expected standards in their Key Stage 2 SATS.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCo or a member of the Senior Leadership Team.

20) How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the allocation of support provided will depend on a number of factors, including the pupils needs, support available within the school and school funding. Decisions regarding the support needed will be taken at joint meetings with parents and members of the Learning Development team or senior staff.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

21) How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with the class teacher, SENDCo or senior leadership team member
- During parents evenings or via email
- Meetings with support and external agencies

The SENDCo or Assistant SENDCo are available to parents at most parent events, including parent consultation evenings, transition events and options events. In addition the Learning Development department invites the parents of all children with SEND to attend a termly One Plan meeting.

22) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENDCo
- The Headteacher

For complaints, please contact the School Governor with responsibility for SEN. They can be contacted via the Headteacher's PA, Liz Purser, LPu@woodlandsschool.essex.sch.uk

23) Support services for parents of pupils with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <https://www.iasnetwork.org.uk>
- ISEssex Independent Supporters <https://isessex.org> provide advice and support through the statutory assessment and education and health care plan (EHC plan) processes to young people with special educational needs and disability, and the parents of children with SEND.
- Families in Focus (Essex) <https://familiesinfocusessex.org.uk> is an independent, parent-led charity providing a range of support to families of children with disabilities and special needs across Essex.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Global Mediation <https://www.globalmediation.co.uk/our-services/special-educational-needs-and-disability> offers independent SEN mediation service for disagreements between parents and the local authority or school. Call Global on 0800 064 4488 or email: sen@globalmediation.co.uk
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

24) Information on where the Local Authority's Local Offer can be found.

The web link for Essex County Council local offer is: <http://www.essexlocaloffer.org.uk>