SEND Report 2018-19

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<th>Reviewed:</th>
<th>Approved by Governing Body:</th>
<th>Date of next review:</th>
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<tr>
<td>October 2018</td>
<td>October 2018</td>
<td>October 2019</td>
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</table>
Woodlands School will:

* Ensure provision is made in accordance with the SEN and Disability Codes of Practice 2015.
* Invest in whole school and targeted training for staff
* Ensure inclusive and outstanding teaching and support practice are embedded throughout the school.
* Provide information on school arrangements to support pupils, parents, carers and governors
* Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for the children with SEN.
Our commitment and aspirations

At Woodlands school our aim is to develop courageous and confident learners. We are an Outstanding Special Educational Needs School which provides an education for pupils who have an Educational Health Plan (EHCP) with a range of learning difficulties including severe and complex learning difficulties, profound and multiple learning difficulties and autistic spectrum. Decisions relating to admissions to Woodlands School are the responsibility of the Harrow SEN Assessment and Review Service acting on behalf of the LA as the placing authority for its special schools and they will make final decisions with regard to placement.

The school aims to ensure that all pupils, no matter what the complexity of needs they have, achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum.

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils in order that they can reach their full potential. In each class the environment and delivery of the curriculum is managed in a specific manner in order to allow the pupils to learn as effectively as possible. Children requiring a sensory approach to their learning have access to a wide range of specialist teaching resources both within and outside of the classrooms. The environment is structured to allow appropriate ‘access’ for all pupils. A multi-disciplinary, multi professional approach to supporting children’s needs ensures that the education and development of the pupils is viewed in its broadest sense.
The staff team of Woodlands are a group of skilled and devoted professionals who drive the work of the school:

Staff come from a variety of backgrounds and therefore bring a wealth of experience to the school. Our staff team also reflects the cultural diversity of the pupil population.

Staff support pupil care and learning as well as enrichment activities such as swimming and trips into the community. Staff are enabled to develop their knowledge and skills by taking part in a broad offer of learning and career development opportunities.

We aim to ensure that all young people at Woodlands make outstanding progress. **We work in partnership with parents** in order to develop a consistent approach to their children’s development and learning. Parents are actively encouraged to be partners in their child’s education through; informal discussions, telephone contact, home school diaries, ‘home learning’ records, online learning journals, progress reviews and yearly written reports.

**Children’s views** are also critical in ensuring the right provision to meet their needs and children’s views are collected in various ways depending on children’s needs. We work hard to ensure reasonable adjustments are made to overcome barriers to learning.

We have good relationships with **outside agencies** and pupils have access to an integrated service offered through Speech and Language Therapy, Occupational Therapy, Physiotherapy, Music Therapy, Paediatric Doctors, Dietician, Social Services and specialist peripatetic teachers as required (e.g. Visual or Hearing Impairment) who assess children and advise parents/carers, schools, and Local Authority. Programmes and guidance of the therapists is delivered by teachers and teaching assistants integrated within the class timetable to support and facilitate access of the curriculum. If outside agencies are working with a child they will be expected to either meet or report to parents with regards to how they are supporting the pupil. Children’s personalised learning plans will be discussed and updated during parent consultation meetings.
Who are the best people at school to talk to about my child?

- **Headteacher (Anna Smakowska) is Responsible for:**
  - All requirements of the SEN Code of Practice 2015 and to ensure these are met in school with relation to teaching and learning and the administration of the Educational Healthcare Plans.
  - She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- **The Deputy Head (Clare Power) and the Assistant Heads (Niccola Zanelli and Karol Stelmaszczyk) are responsible for:**
  - The day to day management of the provision
  - The assessment, planning and implementation and review of the SEN provision.
  - Keeping parents informed
  - To ensure an outstanding educational experience for all pupils
  - Liaising with agencies for your child
  - To lead on the management and development of provision across the school for an identified group of learners
  - To lead on assessment processes throughout the school ensuring the effective management of all data to support school improvement
  - To monitor and evaluate standards of teaching, learning and pupils progress
- **Our Family Liaison Advisor** is able to offer support to all families.
**Class/subject teacher are Responsible for:**

* To plan and deliver, within the context of the school’s curriculum framework and school improvement plan, an appropriate curriculum for the pupils of Woodlands School
* To provide ongoing assessment of pupil’s progress in line with the procedures and practice as described within the policy for Assessment, Reporting and Recording.
* Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and ensuring high quality teaching and learning.
* To provide reports on pupil’s progress annually and as required by school leadership, which meet both statutory and school requirements e.g. termly reports, annual reviews and outcomes reports.
* To plan for children’s differentiated learning within the school’s planning framework using a variety of approaches and strategies.
* To maintain good order and discipline and a positive approach to the management of behaviour in keeping with the ethos promoted in the school’s policy on positive behaviour.
* Writing Personalised learning Plans (PLP’S) and sharing and reviewing these with parents at least once a half term in order to inform planning for the next term.
* To have a positive approach to involving parents and carers in your child’s education.
* To engage parents in partnerships that will enhance the pupils’ cognitive, emotional and social development.
* Ensuring that all staff working with your child in school is helped to deliver the planned work/programme for your child, 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.

**Governors are responsible for:**

* As a SEN school all governors are responsible for SEN.
* Making sure that the necessary support is made for any child who attends the school.
The senior leadership team is responsible for ensuring that provision is made in accordance with the SEN and Disability Code of Practice 2015. The deputy head co-ordinates and supports interventions across the school, and from outside agencies.

The Code sets out the following expectations:

* High quality teaching, differentiated for individual pupils should be available to the whole class.
* Class teachers being responsible for planning the curriculum and assessing your child’s progress, even if they have additional needs.
* High quality teaching, which includes effective assessment and target setting, will identify pupils making less than expected progress.
* Where progress continues to be less than expected the class or subject teacher, working with the assistant head or key stage leader, will assess as to possible reasons
* The school, in partnership with parents/carers and pupil, will work through termly reviews leading to revisions in plans and interventions. These termly plans will reflect the annual targets and outcomes set out in our students’ Education Health Care Plans.
* Where a pupil is reaching a point of transition (e.g. from primary to secondary school) the school will work with the parents and pupil to ensure a smooth and successful transition.
* EHC plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND), from 0 – 25. An EHC will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living
* The school receives additional funding for ‘looked after’ children in the form of Pupil Premium. This money is used to provide the children with additional support in school. This provision is co-ordinated by Clare Power (Deputy Head) who also takes responsibility for Safeguarding.
* The school will annually monitor and evaluate the effectiveness of its provision for pupils, by reporting on the progress of our young people and the quality of the provision for their special needs to the governing body.
Our intention is to work in partnership with parents in order to develop a consistent approach to their children’s development and learning.

An open door policy- We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone or write in the Home School Link book and Evidence for Learning online Learning Journal.

A Home-School Link Book is used to share essential information by both school staff and parents. On entry to school, parents/carers and staff commit to writing information in the books daily. Essential, personalised information will be shared via the book. Also through emails and phone calls.

Teacher will share evidence of progress through Evidence for Learning online Learning Journal.

We have two open evenings where parents are encouraged to see and review a child's learning, learning journals and books.

Copies of each child's Personal Learning Plan (PLP) are sent home once every term and there is an opportunity to discuss progress at Parent/Carer Consultations and at the Annual Review.

Assessments of your child's progress are made on a daily, weekly and half termly basis so the teacher always knows what each pupil in his/her class has achieved and what needs to be further developed. Once a term, each class teacher meets with a senior leader to discuss each pupils' progress.

Pupils’ progress is reviewed formally every term and a termly report will be given to parents. The progress of children is formally reviewed at an Annual Review/ Educational Health Plan meeting with all adults involved with the child’s education.

How will I Know how well my child is doing at school?
What if I am concerned with my child’s progress?

* If you have concerns about your child’s progress you should speak to your child’s class teacher initially.
* There is a Family Liaison Advisor whose role is to keep parents informed on new developments and signpost them to relevant agencies.
* If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to a member of the Senior Leadership Team.
* Where the child continues not to make progress in line with their needs despite the support provided by the school, including external support and advice, and there is increasing evidence that the child has needs that cannot be met within the resources ordinarily available to school, we will ask the Local Authority to undertake a statutory re-assessment of the child’s SEN statement or EHC plan.
* Governor involvement- At Woodlands Schools all governors are responsible for making sure the necessary support is available for every child who attends the school.
If you are unhappy with any aspect of the SEN provision that we offer

* The process for all complaints is made available in the Complaints Policy which is updated each year and is available on the website. We hope that all complaints can be resolved informally. Complaints are dealt with by the child’s class teacher in the first instance, if the complaint cannot be resolved it will be passed to the head teacher or the Governing Body.
We are happy for you to make an appointment should you wish to discuss your child’s needs with us.

Other useful documents such as our SEND/inclusion policy and Disability Accessibility Plan and School Prospectus are available on the school website if you would like further information about what we offer here at Woodlands, then please do not hesitate to contact us directly.
If you need further advice about your child

* Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:
  * The school or LA complaints procedure.
  * An appeal to the Sen and Disability tribunal (LA decision)
  * A claim against the responsible body (chair of governors or LA) for disability
  * To the SEN and Disability Tribunal for discrimination.
  * A complaint to the LA Ombudsman (Schools and LA’s)
### What are the different types of support that may be available for children at Woodlands school?

<table>
<thead>
<tr>
<th>Area of needs</th>
<th>Whole school ethos and practice</th>
<th>Possible focussed support for some children’s additional needs</th>
<th>Possible support and intervention for a small number of children</th>
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<tbody>
<tr>
<td>Speech, language, communication and interaction</td>
<td>• Training for staff to meet the diversity of communication language skills</td>
<td>• Personalised support within the class</td>
<td>• Access to small teaching and learning groups</td>
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<td>This includes children on the Autistic Spectrum</td>
<td>• Elklan trained learning support</td>
<td>• SALT interventions delivered by the therapist and school staff under their direction</td>
<td>• Additional in class TA support</td>
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<td>• Strong emphasis on speaking and listening, through individual programmes</td>
<td>• SMART targets supported by Speech and language therapists</td>
<td>• Alternative communication systems</td>
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<td>• Communication friendly learning environment</td>
<td>• Specialist communication aids</td>
<td>• Access to personal ICT/ adapted ICT</td>
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<td>Structured day</td>
<td>• Curriculum modified to take account of learning styles</td>
<td>• Equipment</td>
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<td></td>
<td>• Positive behaviour management</td>
<td>• Behaviour Management Plan</td>
<td>• Support to build relationships and engage</td>
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<td>• Management strategies.</td>
<td>• Consistent application of the school’s behaviour policy</td>
<td>• Adaptations to physical environment e.g. time out</td>
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<td></td>
<td>• Learning style understood.</td>
<td>• Additional advice and support from outside agencies</td>
<td>• Speech &amp; Language Therapy planned and delivered by a qualified therapist or therapy assistant</td>
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<td>• Differentiation within lessons Small group teaching for all lessons</td>
<td>• Attention Autism</td>
<td>• Identified 1:1 teacher/Teaching Assistant</td>
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<td>• TEACCH</td>
<td>• TEACCH</td>
<td>• Small group targeted intervention.</td>
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<td>• Alternative communication systems - Signalong, PECS</td>
<td>• Intensive Interaction</td>
<td>• ICT used to reduce barriers</td>
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<td>• Targeted intervention to promote social skills</td>
<td>• Individual support from the class team and our multidisciplinary team</td>
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<td></td>
<td>• Interventions are implemented, reviewed and revised</td>
<td>• Use of appropriate resources e.g. visual timetables, social stories, work stations.</td>
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<td></td>
<td>• Strong anti-bullying policy</td>
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<td>• Use of appropriate resources e.g. visual timetables, social stories, work stations.</td>
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<tr>
<td>Cognitive, Severe and Learning/Moderate</td>
<td>• Differentiation of the curriculum and teaching</td>
<td>• Curriculum is adapted to meet the needs of pupils</td>
<td>• Access to smaller teaching and learning groups</td>
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<td>• Personal Learning Plan</td>
<td>• Targeted intervention programmes</td>
<td>• Additional in class TA support</td>
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<td>• Teaching resources are accessible and appropriate</td>
<td>• SMART targets</td>
<td>• Additional specialist teaching support</td>
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<td>• Multi sensory approach to learning</td>
<td>• Differentiated resources are provided as appropriate</td>
<td>• Educational Psychology assessment / support</td>
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<td>• Interactive environment</td>
<td>• Access to personal ICT/ adapted ICT equipment alternative methods of recording</td>
<td>• Access to personal ICT/ adapted ICT equipment</td>
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<td>• Groups changed to reflect pupils’ learning needs for each lesson</td>
<td>• Maths intervention</td>
<td>• Horse riding</td>
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<td>• Structured environment within each class</td>
<td>• Individual behaviour systems, rewards and motivators</td>
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<td>• Consistent routines and systems across the whole school</td>
<td>• School clubs: food club, action club, music</td>
<td>• 1:1 support provided to meet personal and social needs</td>
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<td>• Full appreciation and provision of access requirements for all children</td>
<td>• Rebound</td>
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<td>Sensory and physical needs (e.g. hearing, visual impairment, multi-sensory, physical and medical needs)</td>
<td>● Provision of specialised equipment and staff</td>
<td>● Modified learning environment.</td>
<td>● Individual protocols and plans for children with significant physical and or medical needs.</td>
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<td></td>
<td>● Curriculum is adapted-IMPACT</td>
<td>● Occupational Therapy and Physiotherapy from experienced class team working from Therapy plans</td>
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<td>● Seating position within class prioritised.</td>
<td>● Mobility and care plan management</td>
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<td>● Access to specialist areas such as soft play, multi sensory room, hydrotherapy pool</td>
<td>● Personal learning plans</td>
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<td>● Intensive interaction</td>
<td>● Specialist equipment such as overhead hoists, specialist seating, standing frames provided through the school, on the advice from therapists and health colleagues</td>
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<td>● Sensory integration</td>
<td>● SMART targets set and monitored</td>
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<td>● Liaison with a range of medical professionals as needed assistance via School Nursing Team</td>
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<td>● Liaise with hearing and visual impairment team</td>
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<td>● Specific medical routines and programmes fully implemented seamlessly throughout school day</td>
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Support for Social, mental and emotional health needs

**Whole school ethos and practice**
- Identification and assessment in school
- Additional advice and support from outside agencies
- Adaptations to curriculum
- Supported to build relationships and engage
- PSHE curriculum
- Positive behaviour policy
- **Support for additional needs**
- Interventions that are implemented, reviewed and revised
- Work with parents to refer to CAMHS
- Targeted intervention to promote social skills and emotional resilience
- Adaptations to physical environment
- Individualised timetable and support
Woodlands school Local Offer is part of the authorities local offer for pupils with SEN and could be found at:

http://www.harrowlocaloffer.co.uk/
* We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

* We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

* Our Accessibility Plan is available on our school website.