



SEND Policy - DRAFT

Review approved by Governors: To be agreed at next Governors meeting

Responsibility: Jules Taylor, Jane Otter

Reviewed: 6 September 2017

Next Review: 1 July 2018



Introduction and compliance

This policy sets out Woodland's aims with regard to SEND. It conforms to the Special Educational Needs and Disability Code of Practice: 0 to 25 years – September 2014 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.”

Woodlands 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 (September 2014) 3.65 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 (September 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 3 and 4 framework document 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
- Accessibility Plan
- 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, the school SENCO and the Governing body taking advice from parents and pupils.

This policy reflects the most significant changes to SEN provision since the 2001 Code of Practice. The most noteworthy changes for Woodlands within the new code are:

- a more cohesive, efficient, collaborative and multi-agency approach to an earlier identification of need, to subsequent provision and to outcomes contained within new Education, Health and Care Plans (EHCPs) which will replace the more narrow educational focus of SEN Statements;
- the extension of SEN entitlement through EHCPs to the age of 25 where necessary;
- the placing of parents, and of the young people themselves, at the center of SEND processes and decision making, for example with parental consultation being central to EHCPs, the creation of a 'right to seek a place at a special school' for parents of pupils with an EHCP and with the views of the young people overriding parental views from the age of 16;
- a requirement for schools to meet regularly with parents and pupils in order to set and review clear outcomes and progress towards these;
- the possibility of parents to hold a personal budget to direct towards provision in line with their own priorities;
- there is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood
- a change in the description, and therefore of emphasis, of our pupils from those with Social, Emotional and Behavioral Difficulties (SEBD) to having Social, Emotional and Mental Health Needs (SEMH).

Woodlands provides specialist education for pupils with Social, Emotional and Mental Health Needs (formerly SEBD). 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 web site or requested from the school office:



- School's Information Report
- Pupil premium
- Admissions Policy
- Single Equality Policy,
- Supporting Pupils with Medical Conditions
- Complaints Policy

SEND Policy Objectives

- To promote parent partnerships by enabling parents to share their child's learning journey at Woodlands, for example by attending parent consultation meetings, liaising with their child's personal mentor or accessing support from the school's Pastoral Manager.
- To identify effectively in consultation with other agencies that have a legitimate interest in the child's welfare, the needs of each pupil and endeavour to ensure that the school provides appropriate provision to meet those needs.
- To develop curriculum planning, in a variety of time scales, so that an effective and appropriate curriculum may be delivered to meet individual learning needs.
- To provide access to a broad, balanced and relevant curriculum and as appropriate to provide access to work related learning and alternative training opportunities.
- To improve outcomes for pupils into adulthood through provision of independent advice and guidance for pupils' future options
- To develop personalised learning within the school and if appropriate to develop individual programmes of study which reflect the complexities and variety of individual need.
- To ensure appropriate differentiation in all curriculum areas.
- To set challenging academic targets that stretch pupils and enable them to do their best.
- To monitor pupil's progress and revise plans and programmes as necessary.
- To support all staff through appropriate continuing professional development, including whole school and personal training and development.
- To continue to develop and maintain a range of appropriate resources and materials including information technology to meet both individual needs and curriculum requirements.



- To maintain accurate and up-to date records of assessments relating to the pupils
- To liaise effectively with all appropriate outside agencies, and to work towards achieving the 5 outcomes from ECM and the Fundamental British Values.
- To formally review each pupil's Statement of Special Educational Needs or Education, Health and Care Plan on an annual basis.
- To invite parents and all agencies who have a legitimate interest in the pupil's welfare to such reviews in line with the SEN Code of Practice.
- To provide 2 additional parent consultation opportunities during the academic year allowing opportunities to set and evaluate progress towards outcomes.
- To maintain positive links with other establishments and provisions.

The facilities at Woodlands and Acorns (Oswestry and Bishopscastle)

The greatest resource that Woodlands School has to support outcomes for our pupils is its staff. Pupils can be assured of receiving positive support not only from their Teachers but from all adults in the school community.

Woodlands School is a Shropshire Local Authority (LA) Specialist School catering for pupils aged eleven to sixteen who have a Statement of Special Educational Need or 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). Previously known as Trench Hall School, the new school was purpose built and opened in November 2003. Based in Tilley Green, Wem, in its own grounds and surrounded by countryside, it can accommodate up to 48 pupils on a non-residential basis.

In January 2015 Acorns North was opened as a satellite of Woodlands School based in Oswestry. This provision offers primary education to a group of up to 12 pupils from years 4, 5, 6 or 7. This small school shares a site with a mainstream primary school.

Acorns South is due to open in autumn 2017. The new satellite provision is located within the grounds of The Community College in Bishopscastle and through the kind support of the Governors and Head teacher of the Community College the provision will benefit from use of several shared



resources. Acorns South will be a KS2 provision for up to 12 pupils with a primary area of need being identified as SEMH.

Woodlands School has classrooms that can accommodate up to 8-12 pupils and a number of specialist rooms, e.g. ICT suite, 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. Onsite there are also a range of sports facilities including football, tennis courts and a gym.

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

How Woodlands identifies and reviews the Special Educational Needs of its pupils

A pupil would enter Woodlands School or The Acorn Centres with their areas of need identified within an Education Health and Care Plan (Statements of Special Educational Need being phased out by March 2018). During the statutory assessment process external advice and assessment would have been sought and may include Educational Psychologist, Child and Adolescent Mental Health Services, 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 Outreach may provide further specific assessment to help establish baselines of attainment and provide advice for classroom provision and support.

Pupils and their parents are offered 3 opportunities per academic year to meet and discuss their progress and individual needs. These are as follows:

- 1 Their Annual review of EHCP – usually held in school or a venue in the south of the county if required.
- 2 Spring term parents evening – held at alternative venue in Shrewsbury
- 3 Summer term parents evening – held in school



At each consultation 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.

Woodland School does not produce Individual Educational Plans for its pupils as many have their identified needs met through the universal offer available to all pupils by the specialist environment, policies and trained staff. In the event that a pupil's needs are not met in this way then an Individual Behaviour for Learning Plan or Positive Handling Plan may be introduced. These are reviewed regularly by the pupil and their mentor in consultation with the Pastoral manager.

Providing pupils with a balanced curriculum

As a small school we are unable to offer pupils the range of options available in a large mainstream school, although we do offer a good range of subjects. All pupils who are able can achieve GCSE passes in a range of subjects including English, Maths, Science, ICT, PE, Food Technology or Resistant Materials (DT) and Art. We do not offer foreign language, as many of our pupils need additional curriculum time to master skills in English such as reading and writing. Although *choice* in subjects is limited we follow the national curriculum and enter pupils for appropriate public examinations in all subjects bar PSHE. In addition there are a range of vocational options which



supplement the formal curriculum which are designed to expand pupil experience and improve aspirations.

Like a mainstream school we test and assess pupils, and provide targeted learning interventions, for example 1:1 reading sessions in order to help pupils gain better access to the curriculum and achieve functional levels of literacy to improve outcomes as an adult. Dependent upon the needs of individual pupils and also cohort numbers pupils in Year 9, 10 and 11 can be taught in ability groups, so that we can more accurately teach to the ability of pupils to enable them to fulfil their potential.

Teaching and Learning approaches support pupils who can be resistant to literacy based learning and so is often active (kinaesthetic) and practical where appropriate. Unfortunately we are unable to offer after school clubs or sporting events as pupils have to travel together in taxis to get home each day. Instead we timetable these as lessons through our two-week timetable, meaning pupils have access to a range of activities such as swimming, cycling, gym, horticulture, bee keeping, and trampolining to name a few. When possible we also play sporting fixtures against other schools, for example in football. We ensure pupils access opportunities that may be denied them in mainstream school, such as educational trips and work experience in Year 10.

Pupils arriving in Year 7 to Woodlands 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 the Acorn Centres the pupils are taught by specialist Primary trained teachers. The whole 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.



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

Woodland provides every pupil with a designated mentor. Once in key stage 4 the mentor is selected by the pupil, prior to this their class teacher or TA is their mentor. The pupils have daily contact with their mentor and also scheduled meetings in which they work together to review, plan, monitor and reward success. The school mentor also communicates with home regularly.

In addition to the mentor system the school provides a full time dedicated Pastoral Manager. 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.

Woodlands invests in a motivating reward system, VIVOS which allow pupils to earn and save points which they can then use to buy items. We look to reward behaviour and attitudes to learning that would perhaps be taken for granted in most schools. Pupils receive feedback in terms of marks in every lesson. These marks are linked to our VIVOS reward system.

We recognize that our pupils have frequently had negative experiences at 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 social, emotional and behavioural needs through the modelling of appropriate behaviour and communication skills, the pupil mentor programme 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 and Acorns are as follows:



- **Woodland Head of Centre – Robin Wilson** – Overall responsibility for the statutory responsibilities, policies and practice for and within Woodlands School and The Acorn Centres
- **Woodlands Head of School – Jules Taylor** – Responsible for the performance management of Teachers, recruitment and training, school admissions, risk assessments, curriculum development and the monitoring and evaluating pupil progress. Evaluates data and directs policy and practice within school.
- **Business Manager – Tim Baker** – Responsible for monitoring pupil funding, resource allocation and budgetary management.
- **Pastoral Manager – Nikki McGarvey** – Responsible for pastoral support including the Mentoring programme, admissions process, home liaison, pupil attendance and support for Looked After Children.
- **Acorns (Oswestry and Bishopscastle) Teacher in Charge – Claire McGuinness** – responsible for the planning and delivery of learning in Acorns Oswestry and overseeing of the provision in Bishopscastle. Monitors and evaluates behaviour for learning and implements behaviour plans as required within both settings. Also has responsibility for the scheduling and holding of annual reviews for pupils in KS2 and transition planning for Acorns pupils to their KS3 provision.
- **SENCO/Chair of Annual Reviews – Jane Otter** – responsible for the organisation and administration of annual reviews for all pupils at Woodlands School.

How Governors support our Pupils

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.



How 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. In the event of a parent/carer or pupil having a complaint they should approach the Headteacher Jules Taylor in the first instance. Parents and carers have a right to expect that Senior Leaders will be prepared to listen to and investigate complaints.

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 Robin Wilson, Head of Woodlands Centre or the Chairman of the Governing Body, Mr Paul Nicolson. Mr Nicolson can be contacted by writing to the school and addressing the envelop either for the attention of the Chair of Governors or for the Clark to Governors. All letters are treated confidentially and will not be seen by school staff.

Further information regarding our complaints policy can be accessed on our web site or requested from the school office.

Continuous Professional Development of Staff

The school is a learning environment for both staff and pupils. Staff are keen to continue to develop their range of skills within the field of special educational needs and teaching in general. All teachers have an action plan linked to improving their own teaching and learning which is formally reviewed annually

There is a weekly training programme for Teachers which is a balance of in-house and external support and is developed to meet the needs of all staff and the changing needs of the school community. Governors are invited to take an active part in all relevant staff training events.

External Agency Support

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.

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



- **The Educational Psychological Service** – As all of our pupils are in receipt of a Statement of Special Educational Need or EHCP they will all have been assessed by an Educational Psychologist. 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 the EWO 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.
- **The Child and Adolescent Mental Health Service (CAMHS)** liaise closely with us and a number of our pupils are seen by the CAMHS team on a regular basis.
- **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.



Parental Involvement

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 in the education of their children throughout their school career at Woodlands.

In addition to the annual review meetings we have two other opportunities for Parent Consultation meetings to discuss progress, issues and keep parents fully informed. As our pupil's come from all areas of Shropshire and some from neighbouring counties, there are practical issues which can prohibit parents attending school meetings. In an attempt to address this one parent evening per year is held in Shrewsbury.

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 chose 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 are not limited to formal parent consultations and are welcome to make an appointment with school at any time of the year. Mentors provide frequent feedback to parents 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 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.

Transitions in and out of Woodlands and The Acorn Centre

Full details of the admissions process and policy can be found on our web site.



The admission of pupils to Woodlands or either of the Acorn Centres follows agreed decision making at the Local Authority Admission Panel. All pupils attending the school (including Acorns) will now 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.

If a pupil moves from our school then his / her records are sent on to the next school. These records should be sent within two weeks of a request for records being received. If for any reason the school is not given the address of the receiving school, or no request is forthcoming, then the Education Welfare Service and Local Authority are informed, so that the pupil's whereabouts can be traced.

Year 7 transitions from the Acorn Centres – During year 6 pupils on role at the Acorn Centres 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 main stream 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 Acorns. 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. In addition the pupil may choose to attend the Woodlands Outreach Transition Programme which is run in mainstream secondary schools in the summer term. For pupils moving to the main site at Wem there will be taster days to visit and opportunities to develop relationships with staff at Woodlands prior to the move. Pupils usually transfer to the main site during the summer term so that they can settle in before the long summer holiday.

Post 16 Transition – Starting in September 2017 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. Towards the end of 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 mentor 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 also 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.