

SEN Information Report as Required by Schedule 1 (Regulation 51) of the SEND Regulations 2014

Woodlands School (incorporating Acorns) SEND report 2019

1. The kinds of special educational needs for which provision is made at Woodlands and Acorns
Pupils with SEMH. Within this category there will be pupils with additional needs relating to learning, medical, or physical issues, and some pupils will have a diagnosis of ASC and other conditions.
2. Information, in relation to mainstream schools and maintained nursery schools, about Woodlands School's policies for the identification and assessment of pupils with special educational needs.
Not applicable
3. Information about the School's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including;
<p>a) How the school evaluates the effectiveness of its provision for such pupils; The school considers a wide range of evidence in order to evaluate its effectiveness. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Short term pupil plan targets linked to longer term outcomes • Progress against subject target data • Exam data • Lesson observations, scrutiny of pupil work, teacher planning and record-keeping. • Parental/carer feedback • Pupil feedback • when required Individual plans relating to behaviour etc.
<p>b) The School's arrangements for assessing and reviewing the progress of pupils with special educational needs; Assessment is an ongoing process, and focusses on a pupil's outcomes within their EHCP and also teacher set targets, but also includes less quantifiable aspects of a pupil's school life, for example effort and their relationships with others. For National Curriculum subjects, assessment is recorded and reviewed termly. Progress towards the objectives/outcomes in their EHC plan is formally reviewed at the pupil's Annual Review or additionally at interim reviews if required.</p>
<p>c) The School's approach to teaching pupils with special educational needs; Teaching strategies and styles are dependent upon the needs of the group being taught, and on the nature of the individual needs within the group. All teaching is carefully differentiated and is appropriately supported by class staff. All pupils are taught within small class groups, and the size of the group and level of staffing is dependent upon the nature of the group.</p>
<p>d) How the School adapts the curriculum and learning environment for pupils with special educational needs; The curriculum at Woodlands and Acorns is broad and balanced, and has been developed to meet the needs of our pupils. Details of the contents of the curriculum is available on our website. http://www.woodlandscentre.org</p>
<p>e) Additional support for learning that is available to pupils with special educational needs; The range of support available to pupils at Woodlands and Acorns is indicated throughout this report.</p>
<p>f) How the School enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; Not applicable</p>

g) Support that is available for improving the emotional, mental and social development of pupils with special educational needs.

This is an integral part of our work. All staff share responsibility for this, and this is reflected in our teaching and in our curriculum. We also have a dedicated Pupil Pastoral Team who liaise with our staff and with a wide range of external agencies to ensure that pupils with specific needs in these areas have the best possible support.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

Not applicable.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Staff have access to a wide ranging programme of Continuing Professional Development which focuses on the needs of our pupils. We also buy-in training and advice on a range of issues in order to ensure that we offer the best possible provision. All staff are currently completing level 3 attachment training provided by the local authority Educational Psychology Service.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

As a local authority maintained school, we are responsible for providing and maintaining the best possible resources for our pupils utilising the budget allocated from the local council.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

- Open door policy at Acorns
- Weekly contact with parents from the pupils mentor
- Termly parents meetings held in different geographical locations
- Annual Reviews
- Annual Reports
- Additional meetings as requested by parents

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- Immediate feedback on their performance
- Written feedback on their performance
- Discussions with class staff on their attainment and progress
- Discussions with class staff on their targets
- Discussions with other professionals on their attainment and progress.
- School council.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

Complaints and concerns will be dealt with under the terms of our Complaints Policy, which is published on our website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

- Access to CAHMS
- Access to Woodlands Outreach
- Access to school nursing provision
- Access to Educational Psychology services
- Liaison with Social Services

Signposting to other services as appropriate

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Shropshire LA publishes the details of a wide range of support services on its Local Offer website. See section 13 below.

The local SEND Information Advice and Support Service for Shropshire is contactable on 01952 457176. Their website is at: <http://www.parentpartnership-shropshireandtelford.org.uk/>

Support in relation to Mediation if a parent wishes to challenge an EHC plan – please contact the relevant Local Authority’s SEN team. For Shropshire families, this is based at: Shirehall, Abbey Foregate, Shrewsbury SY2 6ND.

12. The School’s arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

- Transfer within the School between phases (KS2 to KS3) is managed by pupil transition days and designated staff meetings.
- If a pupil transfers to us from another setting, we will arrange a series of taster days to support transition. We will request information from the previous setting and may visit the pupil in that setting.
- Woodlands provides a weekly programme of college attendance at Shrewsbury Colleges group for its pupils in year 10 and 11 to increase their readiness for post 16 options.
- Preparation for adulthood takes many different forms , for example from focussing on real-life problems in Maths teaching, PSHE lessons, providing access to careers advice to arranging work experience programmes. The approach taken will depend upon the individual needs of the young person involved.

13. Information on where the local authority’s local offer is published:

<https://www.shropshire.gov.uk/the-send-local-offer/>