

Special Educational Needs Information Report 2019-2020



Policy author / reviewer	A. Stafford, SENCO
Responsible LGB committee	T&L Committee
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Status	Statutory
Date of next review	February 2021



At Woodrush, we strive to support all children to enable them to achieve their best at school from when they start with us in Year 7 all the way through to potential study in our sixth form centre.

Our school offer for SEND expressed in this document is generic and not exhaustive. The nature of working with SEND means that students very often need specific and tailored support. For this reason, if you are considering Woodrush as a place for your child with SEND please contact us to discuss potential requirements on an individual basis.

In order to ensure that students make the very best progress many steps are taken to support them through their learning journey.

Quality first teaching is vital, and central to our provision; however for some students there are occasions when they need further provision that is different from and/or additional to that made generally for others of the same age. We strive to make reasonable adjustments wherever necessary and possible as outlined below in keeping with the fact that we are a mainstream setting.

Explanation of acronyms and titles used:

SEND - Special Educational Needs & Disabilities

SENDCo - SEND Coordinator

LSA - Learning Support Assistant

SEND team - SEND Student Support and Family Liaison workers, the SENDCo, the LSA team, Intervention Coordinator, Student Counsellor and Mental Health Lead Advisor

Inclusion/Pastoral Team - Assistant Head Teacher responsible for Inclusion, Student Services/First Aid officer, Attendance officer, Progress leaders and Heads of Year

ASC - Autistic Spectrum condition, including Autism and Aspergers

CAMHS/FTB/SOLAR - NHS Child and Adolescent Mental Health Service

LAC - Looked After Children (also known as CIC, Children in Care)

QFT - Quality First Teaching



Provision for Special Educational Needs and Disabilities

Types of need and what that could look like (not exhaustive)	Examples of support in our school (not exhaustive)
<p>Cognition and Learning</p> <p>Students who work at a slower pace and whose long term outcomes may not be the same as their peers even with appropriate differentiation</p> <p>Students with specific learning difficulties and processing difficulties</p>	<p>Support from the SEND team, access to the Student Support base and the Inclusion/Pastoral team as required</p> <p>Differentiated curriculum through QFT</p> <p>And as appropriate:</p> <p>Smaller teaching groups, intervention sessions for literacy and/or numeracy</p> <p>In-class strategies to support all those with dyslexic traits, dyslexia and others with identified needs of a similar nature</p> <p>Relevant external agencies e.g. Learning Support team, Specialist assessor for access arrangements</p> <p>Shared access to LSA support</p> <p>Extra time, reader as per JCQ regulations</p>
<p>Communication & Interaction</p> <p>Students with speech and language difficulties and processing difficulties</p> <p>Students with ASC</p>	<p>Support from the SEND team, access to the Student Support base and the Inclusion/Pastoral team as required</p> <p>QFT</p> <p>Level 1 & 2 Autism Education Trust training for majority of teaching assistants and some support staff</p> <p>And as appropriate:</p> <p>For a very small number of high-needs students, support will be available from the Autism Team (an external agency).</p> <p>Social interaction and communication intervention groups</p> <p>Speech and Language Therapy (NHS)</p> <p>Shared access to LSA support</p>



<p>Social, emotional and mental health difficulties</p> <p>Students may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways e.g. anxiety disorders, depression, self-harm, behavioural difficulties</p>	<p>Support from the SEND team, notably the school counsellor and Mental Health Lead advisor, access to the Student Support base and the Inclusion/Pastoral team as required</p> <p>And as appropriate:</p> <p>School nurse</p> <p>CAMHS</p> <p>Educational Psychologist</p> <p>Individual plans will be put into place as required e.g. time out cards, reduced timetable/phased return</p> <p>Medical schools</p>
<p>Sensory and/or physical needs</p> <p>e.g. a hearing impairment, a visual impairment, a sensory processing disorder, or a physical disability.</p>	<p>(Please refer to the school's separate Accessibility Policy)</p> <p>A fully accessible site including 2 lifts and ramps</p> <p>Support from the SEND team, access to the Student Support base and the Inclusion team as required</p> <p>Access to several management suites around the school, including disabled toilets, washing facilities, hoist and beds, sanitary disposal, etc</p> <p>And as appropriate:</p> <p>Care plans, PEEPs and/or risk assessments re: medical 'routines' and contingency plans and review of accessibility/health & safety in terms of ensuring access to all curriculum areas where possible</p> <p>School nurse</p> <p>Outside agency involvement, including outreach teachers and medical professionals, physical disability, hearing impairment and visual impairment teams</p> <p>Specialist personalised resources and equipment</p> <p>Individual plans will be put into place as required e.g. physiotherapy sessions, access to sensory resources</p> <p>Medical schools</p>



How does our school identify and assess SEND?

In cases where there is not already a pre-existing assessment or diagnosis, usually as a result of concerns raised by the student, the parent, the class teacher and/or where whole school or departmental monitoring systems indicate that a child is requiring different or additional provision to others of the same age in order to progress as expected.

Who is the SENDCo? (Name & Contact details)

Mrs A. Stafford
axs@woodrush.org
Extension 7116

Rather than schedule drop-in sessions at set times, parents and carers are invited to initiate contact directly as and when required wherever they have information they wish to communicate, or a concern, or feedback whereupon a meeting can be arranged with a member of the SEND team if required.

How are parents of children and young people with SEND involved in the education of their child?

- Collaborative working in consultation as required i.e. on a case-by-case basis, though all parents and carers are assured of the following:
- Access to SENDCo, SEND team and Inclusion/Pastoral team (particularly the SEND Student Support and Family Liaison workers)
- Progress reports
- Annual reviews of EHCPs where applicable
- Parent Information evenings
- Parents' evenings
- Use of Office 365
- Use of Parent App through Arbor
- Outside agency involvement where applicable
- Open Evening for prospective Yr7 parents
- Transition evening for new Yr7 parents
- Additional 'Early Transition' SEND information session by invitation
- Access to Hub and Youth Centre provision where students can attend classes after school with their parents or carers and learn new skills together

How are pupils of SEND involved in their own education? Including assessment and review of progress towards outcomes

In addition to the points above regarding parental/carer involvement:

- Access to SENDCo, SEND team, Student Support base and Inclusion/Pastoral Team
- Regular assessment and reporting of progress
- Regular personal, subject-specific target setting
- Quality assurance procedures e.g. Student Voice

And where applicable:

- Personalised intervention programmes
- Outside agency involvement

How does the school support pupils with SEN through transition?

Prior to application:



The SENDCo, SEND team and Inclusion/Pastoral team welcome enquiries from prospective parents of Yr5 pupils in advance of the main Open Evening in September of Yr6, and after this continue to welcome enquiries and pre-arranged visits.

Once places are offered and accepted in Spring term of Yr6:

- SENDCo, SEND team and Transition team/Progress Leader and Head of Year 7 visit primary schools to gather information on SEND pupils and handover files, and where possible/appropriate meet specific pupils
- Early Transition sessions offered to pupils with EHCPs and by invitation to other SEND pupils
- Induction evening for pupils and their parents and carers
- Additional 'Early Transition' SEND information session by invitation
- Induction Days in July
- 'Get Ready Woodrush' summer sessions

Upon starting Yr7:

- SEND pupils are made aware again of the 'Student Support' facility and relevant staff
- Information shared about all new SEND pupils with all staff. Where possible, pupils and parents/carers are invited to contribute to aspects of the Pupil Profile document which is disseminated to teaching and support staff

Key stage 3/4 Transition (end of Year 8):

- Pupils with SEND are advised and supported to make appropriate choices in discussion with parents and carers; Heads of Year and Progress Leaders work with the SEND team to do so

Key stage 4/5 Transition and beyond

- Pupils with SEND are advised and supported to make appropriate choices in discussion with parents and carers; Heads of Year and Progress Leaders work with the SEND team to do so
- Transition planning for pupils with EHCPs and high-needs students; Heads of Year and Progress Leaders work with the SEND team to do so
- Liaison between Heads of Year, Progress Leaders and the SEND team and colleges where pupils move on to as appropriate

What is the approach to teaching pupils with SEND at Woodrush?

Teaching

Quality First Teaching; that is to say, well planned, engaging lessons to ensure maximum progress, which take account of all learners' needs, with learning appropriately differentiated as required. Furthermore, year groups are streamed according to ability, with sets usually smaller for lower ability pupils.

Curriculum

All pupils follow a full timetable (x20 per week), though in addition to the arrangements outlined above, some mainstream lessons may be substituted at the discretion of the school for small group or 1-2-1 interventions, both long and short term, as necessary, to support the accelerated development of a range of academic and social skills. Reductions and flexibility of timetable are occasionally arranged on a case-by-case basis, and only ever for the short term, for essentially, we are a mainstream school where the only deviations from a mainstream curriculum are those outlined above.



Learning Environment

Woodrush is a fully accessible site (see separate Accessibility Policy for further information)

Expertise and training of staff

- Annual training for identified medical needs.
- Annual training around identification of new pupils who need SEND support.
- Training from outside agencies for the SEND team & inclusion/pastoral team members as necessary
- The SENDCo contributes to the in-house NQT and teaching student training programme
- Constant access to 'live' information about SEND pupils for teaching and support staff via Arbor, the SEND register and additional needs register, pupil profiles (feeding into Learning Profile folders) and access to the SEND and Inclusion/Pastoral teams at all times
- Updates for teaching and support staff around new initiatives and developments as necessary
- Experienced, specialist and dedicated SEND and Inclusion/Pastoral teams who are on hand to offer emotional and social support and development and to deter and support with bullying incidents, both informally by way of a drop in arrangement and in a more structured manner via timetabled interventions and assemblies

In addition to our 'in house' training and expertise, for students whose needs are not met by internal interventions, we may involve the following bodies as necessary in order to meet pupils' SEND and support their families:

Agency or Service	Who they work with	How school can get in touch with them
Learning Support Teams e.g. Babcock, Chadsgrove & Rushall STSS; their specialist teachers and assessors	Pupils with Cognition and Learning needs Pupils with dyslexic traits and/or a private diagnosis of dyslexia Staff, to advise on meeting the needs of students. Training the SEND team and other staff re specific interventions For access arrangements/exam dispensation testing, where a normal way of working has become established owing to an obvious difficulty/need, long-term Some individual case work	All via SENDCo/SEND team
Educational Psychologist	Predominantly pupils experiencing Social, Emotional and Mental Health difficulties with respect to their education	
Babcock Autism Team	Students with a diagnosis of ASD from community paediatrics	



School Nurse	Predominantly pupils experiencing Medical, Social, Emotional and Mental Health difficulties	
NHS Child and Adolescent Mental Health Service and associated counselling services (CAMHS/FTB/SOLAR)	Pupils experiencing Social, Emotional and Mental Health difficulties	
Medical schools	Students who cannot access mainstream education due to medical needs, with a referral from a consultant to that effect	
Children's Services & LA Virtual Schools	Looked after children with additional needs.	
Speech & Language Therapy service	Students with developmental delay (Expressive and receptive)	
Visual and Hearing Impairment Support Teams	Pupils with visual and/or hearing impairments	
Other 'Outreach' Teams e.g. physiotherapy service, occupational therapy	Students with physical difficulties e.g. Dyspraxia, Cerebral palsy.	
Children's Services	Pupils where potential child protection issues and family support needs have been identified	

How is the effectiveness of the provision made for students evaluated?

Essentially, on pupils' progress- which should be no less than a pupil without SEND (taking starting points into account)- and, just as importantly, pupils' happiness and confidence. We monitor pupils through various means, including, in no particular order:

- Parent/Child Views (verbal, written, anecdotal and formal)
- Progress tracking and analysis
- Observations
- Learning Walks
- Teachers' feedback
- Review of SEND targets and EHCP outcomes
- Review of subject specific targets
- 'Attitude to Learning' scores
- Behaviour and achievement points
- Online testing
- Reading & Comprehension Ages
- External Agency Assessments

Further and more specialist assessments and evaluations will be undertaken for the pupils receiving more focussed teaching and support and attendance.

What activities can a pupil with SEND access at school?

In addition to lesson-based activities, there are a variety of activities on offer during and after the school day and all activities are accessible to all pupils with SEND. Where necessary, advice will be sought, risk assessments carried out and accommodations made to ensure that all students can participate in all activities. If additional adult support is required for an activity then



parents would be consulted and support put in place for that pupil as far as is reasonably possible. If a pupil has transport arrangement provided by the authority that would impact upon their access to extra-curricular activities after school, then parents or carers should contact Education Transport to negotiate a change to schedules.

If a parent or carer of a child with SEND has a complaint about the school, how does the governing body deal with the complaint?

On a case by case basis. We would like you to talk to us if you are not happy about any aspect of the support your child is receiving, discussing this in the first instance with the SENDCo to see whether the issue can be resolved.

If you are not happy with the response or this approach, then please in the first instance contact the PA to the Head teacher, Mrs Robinson at the school.

The Worcestershire's Local Offer can be found here:

<http://www.worcestershire.gov.uk/thelocaloffer>