NEW WOODLANDS SCHOOL

SEND Information Report and Local Offer

Our Mission statement

We aim for every pupil to achieve his or her full potential. Every student will leave New Woodlands literate, numerate and with the functional communication and self-regulation skills to participate in society including education, training and employment.

Our Vision

To be the most effective and innovative mixed provision for students with EHCP's whose main area of need is SEMH in key stages 1-4.

What are the 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 need and disability SEND in this school are:
• To make adjustments for those with a SEND need by taking action to increase access to the curriculum and the environment
• To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement **https://www.gov.uk/government/collections/national-curriculum**
The primary need of our pupils is social, emotional and mental health. However we respond to all four broad areas of need as identified in the SEND code of practice 2014 including:
1. Communication and interaction,
2. Cognition and learning,
3. Sensory/physical need
4. Social, emotional mental health
• To request, monitor and respond to parent/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 need, through well-targeted continuing professional development via SDP, learning walks and PM
• 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 alongside the school nurse and doctor
• 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.

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.*

What is the kind of special educational needs (SEN) for which provision is made at New Woodlands

1. Behaviour, emotional and social difficulties including mental health
2. Communication difficulties
3. ADHD – attention deficit hyperactivity disorder
4. Oppositional Defiance Disorder
5. Anger Management
6. SpLd – different barriers to learning
7. ASD

• 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.

What are the school's policies for the identification and assessment of pupils/students attending the school?

- All pupils who attend the school will have an EHCP – Education and Health Care Plan naming New Woodlands School. The consultation process outlined in the Code of Practice will have been completed with parents, local authority and school.

What are the arrangements for supporting children moving between phases and preparing for adulthood?

- All our leavers, to educational placements, in the summer term pupils will leave with an Education, Health and Care Plan and provision in place where appropriate.
- A reintegration plan to mainstream is developed in conjunction with the child, parents/carers, outside agencies and transition school. Children are integrated full or part time with time at New Woodlands steadily decreasing through a structured support transfer system.
- Close support and communication is kept with the children, parents/carers and school during this transition period
- Children who are moving from Key Stage 3 to Key Stage 4 meet with their parents/carers and a member of senior management to outline the options available to them. We have

recently extended into KS4 and now offer provision for appropriate Year 10 and Year 11 pupils.
- New Woodlands provides a variety of employment and other experiences and careers days for the pupils to experience tailored to their ambitions for adulthood.

Further information on the admissions and assessment processes to our school can be found on our website.

How will I be involved in discussions about and planning for my child's education?
This will be through:
- Discussions with the class teacher or senior leadership team member,
- During pupil progress meetings,
- Meetings to support external agencies.
- Initial visits to school
- Initial interview at school
- Introductory meetings/ Academic Review Day (every 6 weeks)
- Daily home/school book in Primary for information exchanges and key messages
- Annual Review meeting and report
- Parent workshops and training
- Parent involvement in changes in school through informal and formal consultations

All parents and carers are invited to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.

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 Senior Leadership Team
- The Head Teacher
- AHT/Inclusion Lead

For complaints, please contact the School Governors. The Governors can be contacted via New Woodlands School.

What are the arrangements for consulting young people at New Woodlands about, and involving them in, their education?
All children and young people in our school are treated with dignity and respect. There is full personalisation of the curriculum for each pupil/student in order that they can access and experience success throughout their school life.
The School Council students contribute and decide on aspects of school life relating to their needs.
The assessment and annual review process of EHC Plans includes the choices and views of pupils/student.
Children are also invited to the progress meetings held half termly so that they can have an input on their learning and school experience.

How does New Woodlands assess and review progress, including the opportunities to work with children and parents/carers?
We know when a pupil needs help if:

• Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil 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 gap in knowledge and/or skills or other difficulties that may not yet have been detected but maybe a barrier to a child's learning and/or progression
• Data analysis of attainment outcomes indicates lack of expected rate of progress.
• Observation of the pupil indicates that they have additional needs that are not yet being met.
- Pupil Progress days are set once per half term and teachers invite the children, parents/carers and agencies or other professions who are attached to the children may attend a meetings to discuss both academic and SEND progress and provision.
- New Woodlands has an open door policy for parent/carers and outside agencies in regards to children attending the school. Parents and carers report feeling that communication with the school is generally good.

What is New Woodlands approach to teaching children with SEND?
- At New Woodlands School we believe that:
    1. All children are valued and included regardless of ability, needs and behaviour.
    2. All children are entitled to a broad, balanced and enriched curriculum which is adapted as appropriate to meet individual needs.
    3. All of our staff are teachers of children with special educational needs.
    4. All of our children will learn and make progress.
    5. Effective assessment and provision for children with SEND will be planned and maintained in partnership with parent / carers, children, LA and other partners.
    6. Maintaining children's safety and wellbeing is central to their development.

How does New Woodlands adapt the curriculum and learning environment to meet the needs of the children?
Our school ethos

If they cannot learn the way we teach them, we must teach them the way they learn.

This is entrenched within the school.
All pupils are 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 observation and learning walks are completed by the Senior Leadership Team and subject co-ordinators (Middle Leaders)
2. Ongoing assessment of progress
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil needs
4. Teacher meetings with other professionals 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 experienced in schools and increase their access to the taught curriculum.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
Additional action to increase the rate of progress is then identified and recorded this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
Action will follow an assessment plan, do and review model:
1. **Assess**: Data on the pupil held by the school will be collated by the school in order to make an accurate assessment of the pupil's needs.
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 class/subject teacher with advice specialist professionals as required.
3. **Do**: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets (this may including 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.

What specialist services are available at the school?
The school has access to a range of specialist support including but not limited to:

- On site Educational Psychologist
- Drama Therapist
- Speech and Language Therapist
- Occupational Health Therapist
- Links to YOT and a community police officer
- Behaviour support mentors
- XLP
- Lego therapy and Speech Bubbles
- CAMHS support
- Drama/Dance weekly workshops
- Spark to Life Mentors

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.
This includes but is not limited to:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties
- Prevent training and Female Genital Mutualisation training
- Talking Partners
- Curriculum delivery with regards to children with SEND
- Speech Language Therapist training

- Mental health school training
- Safeguarding training
- Positive handling
- Trauma Informed Practice training
- Pre teaching vocabulary

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 activity

How accessible is the school environment for children with SEND?

New Woodlands has made several adaptations to the school environment:

- Disabled parking spot marked and located close to the school reception.
- Steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced the two steps into primary school playground to ensure the site is accessible to all.
- The reception toilet has been adapted to ensure accessibility for visitors with a disability.
- A room has been provided in order to enable a safe place for need a quiet provision away from the rest of the school community to help children who suffer anxiety etc.
- A Nurture Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils
- New front door and fobs – strict rules/routines for corridors and transitions
- A new medical room is being made
- School fencing
- Medical bins

How are the school's resources allocated and matched to children's SEND, emotional and social needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources.
- 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 to increase access to text.
2. Class sizes are small, with at least one teacher and one teaching assistant in each class. In class adult or peer support is aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.)
3. Out of class support is extensive with highly skilled, specialist staff taking on roles in mentoring, training and development (relationship building, social, emotional skill 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 pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)

6. Provision of specialist resources or equipment (use of ICT, iPad, electronic versions of text etc.)
7. Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from on-site educational psychologist and social worker etc.)
8. Access to targeted before/after school clubs (breakfast, sports clubs targeted at increasing resilience)
9. 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)
10. Access to support from in-school sources e.g. learning mentors and community sources (e.g. Youth and Church groups, local businesses, XLP)
11. Implementation of strategies from support agencies e.g. integrated therapist and speech and language therapists
12. Clear intervention summary's working towards a graduated response which highlights needs and funding

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals and/or 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.

At New Woodlands we take all allegations of bullying very seriously and these are fully investigated. We have an induction programme for children joining the school and all school staff are highly trained and aware of the procedures to follow regarding bullying. Further information can be seen in Appendix B.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at New Woodlands and in supporting their families?

The governing body are aware of the wide range of staff working together within the school to support the children, young people and their families. Some staff are employed directly by the school, others have different lines of management.
Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.
Other professionals work for a range of agencies – some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary. School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS team and Educational Psychologists are employees of the local authority. All these professionals work within school training staff, advising staff, working with children and young people who are on their case load.
Transport to school is organised by Lewisham Travel Coordination Team. Transport staff are employed by Lewisham.
There are social workers for children/young people with disabilities who are Local Authority Employees and are based within part time.

If families have a query relating to these areas mentioned above families can contact the school or the professionals directly. We ensure that any message/queries/concerns from families are dealt with in the most efficient way.

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 Deputy Head or Assistant Head
- The Head teacher
- Inclusion Lead

For complaints, please contact the School Governing Team. They can be contacted via the school office.

The local offer for New Woodlands School will be reviewed regularly and amendments will be made in accordance with the School Development Plan and on information gathered from careful analysis of pupil progress.
New Woodlands has consulted with Parent Governors, Staff and pupils.

Information on where the Local Authority's Local Offer can be found.
References
The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
Supporting pupils at school with medical conditions Sept 2014. https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
Lewisham Local Offer: Framework and Guidance. http://www.lewishamlocaloffer.org.uk/#/

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf