

Woodlands Meed SEND Policy and SEND Report - Autumn 2016

At Woodlands Meed we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils receive their right to a high quality, accessible and balanced education, irrespective of special educational need, disability or medical need. We also aim to provide the best opportunities for our learners in terms of social development, independence and life-skills to support them in their adult lives.

Woodlands Meed currently has 266 learners on roll (101 at college, 165 at school), all of whom have a statement of special educational needs or an Education, Health and Care Plan.

Learners' needs may be categorised into four broad areas:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or Physical

and provision as described in statements and EHCPs is detailed according to these categories. Many of our learners have more complex difficulties and have a range of needs across more than one of these areas. Their provision is described in relation to these four categories and provided accordingly.

Woodlands Meed is committed to fulfilling all aspects of provision as described in a learner's statement or EHCP.

SEND report

<u>Section 1</u> What kind of Special Educational needs does Woodlands Meed make provision for?	Woodlands Meed is a maintained generic special school catering for learners from 2-19 years old. We have provision to meet the needs of children with learning disabilities from moderate to profound. Many pupils also have additional needs, such as Speech, Language and Communication Needs, Autism, physical disabilities and sensory impairments.
<u>Section 2</u> How would Woodlands Meed identify and assess my child's special Educational needs	All learners attending Woodlands Meed have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP), which identifies the school as the most appropriate provision for the pupil. This also identifies the learner's primary needs and any additional needs. The annual review of the Special Educational Needs Statement/ Education Health Care Plan ensures each pupil's current needs are considered regularly. The school works closely with therapists and external agencies to identify and support the holistic needs of every learner.

<p><u>Section 3</u></p> <p>A) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?</p> <p>B) How do I know how well my child is doing at school?</p> <p>C) How will the staff support my child? How will the curriculum be matched to my child's needs?</p> <p>D) How do you adapt the curriculum?</p> <p>E) How is the decision made about the level of</p>	<p>We have a robust system of reviewing our provision each term using a range of tools, including the Ofsted framework, school self-evaluation and school improvement plan. This involves looking at:</p> <ol style="list-style-type: none"> 1. Pupil progress 2. Next Steps 3. Behaviour and Safety 4. Leadership and Management 5. Quality of Teaching 6. Curriculum 7. Social Moral Spiritual and Cultural Education <p>Governors are involved in this process and receive regular reports.</p> <p>Additional funding, such as Pupil Premium, is identified and tracked to ensure the impact is effective.</p> <p>The school facilitates a range of opportunities to discuss learner progress. Each term we hold a parents/carers meeting. We also discuss progress at Annual Reviews and our expectations for each learner. We communicate with families regularly through our home school books and by telephone or email. As well as the Annual Review, we provide an Annual Report each Summer detailing subject progress and non-academic progress such as social skills, independence and positive behaviour. We use Next Steps to track and record progress against Annual Review outcomes for all of our learners.</p> <p>Your child will follow the National Curriculum which is adapted to their needs and their learning. It will be differentiated to enable them to make progress and access learning at an appropriate level. Throughout Woodlands Mead pupils are grouped according to their needs, abilities, and age. The level of support will depend on your child's needs, as identified in their Statement or EHCP.</p> <p>The curriculum has been reviewed in line with new regulations. Our aim is to provide a curriculum that is relevant, broad and balanced to ensure high levels of interest and engagement whilst covering all areas required to enable pupils to progress. Pupils at the College will have access to a wide range of opportunities to develop as young people. These may include independent living, life skills and community learning as well as the more 'academic' subjects, dependent on ability and individual needs.</p>
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<p>support my child receives?</p> <p>F) How will my child be included in activities outside the school curriculum including trips?</p> <p>G) What support is there for my child's overall well-being?</p> <p><u>Sections 4 & 5</u> What training is provided for staff supporting children and young people with SEN's?</p>	<p>All planning, including long term, medium term and short term, is differentiated within each class.</p> <p>Your child will initially have their needs identified through their statement or Education Health Care Plans. We constantly review this and use our expertise and experience to identify when and where additional support may be required. Resources are allocated to pupils according to a learner's assessed need. Staffing is allocated to classes/year groups flexibly with some individual students receiving more support than others, sometimes for short spells of time as required. Some pupils also have individualised equipment that will enable them to access the curriculum and the social environment of the school.</p> <p>At Woodlands Meed learners have the opportunity to access trips including residential experiences if families wish. Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils. They provide a wide range of experiences beyond those available on-site to promote independence, develop confidence and social understanding and to participate in the wider community. We offer some after school activities at the college site and after school clubs are available at the school site. All visits and activities are risk assessed to ensure they are appropriate.</p> <p>We have a robust safeguarding policy in place and the pastoral care of our learners is a major part of our work at Woodlands Meed. Pupils' health and well-being is paramount. Personal Care is conducted discreetly, with dignity and whilst encouraging and maintaining independence whenever possible. We work closely with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and the administration of any prescribed medication. We also work closely with Social Care and the Child Disability Team, and our pastoral leaders work regularly with learners to support their well-being and personal development.</p> <p>All our staff receive training and support to meet learners' educational, social and health needs. Every member of staff completes a course in safeguarding and child-protection, universal Speech and Language training, Moving and Handling, basic Makaton and Positive Handling (Team Teach).</p>
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	<p>In addition to the statutory training within the school we have staff trained in attachment disorders, Jump Ahead and Motor Skills, Sensory Processing, Hydrotherapy, Rebound Therapy, specialist medical and mobility needs, and a number of specialist Autistic Spectrum Condition trained staff. Many staff are also trained in the use of assistive technology to support our learners in accessing the curriculum. Our pastoral leaders are also very experienced in supporting our learners with social and behavioural difficulties, and in helping learners through particularly difficult times.</p>
<p><u>Section 6</u> How accessible is Woodlands Meed School?</p>	<p>The buildings are wheelchair accessible, and both sites have disabled toilet facilities, sensory rooms and trampolines. The school site also has a hydrotherapy pool, adapted changing rooms, hygiene rooms, ceiling tracking and hoists, a sensory circuits room and sensory garden, and a rebound trampoline. The facilities for these therapies are not currently available at the college site, so specific pupils with a need currently access facilities at the school site for therapeutic sessions. The college site is being developed to provide tracking and hoists to enable learners to better access all classrooms. We have minibuses with tail lifts so that all pupils can access the local community.</p>
<p><u>Sections 7 & 8</u> How are Parents involved in the school? How can you get involved and who should you contact?</p> <p>How do Parents and children get involved in their education?</p>	<p>The school aims to have effective partnerships with parents and carers. This is achieved through a shared understanding of the needs of our learners and regular discussions on progress through Annual Reviews, termly parents' evenings as well as informal conversations and meetings throughout the year. We also encourage parent support groups and some meet within our school. The Friends of Woodlands Meed organise social events as well as fund raising activities. For further information about our upcoming events please look on our website or contact the school office.</p> <p>The school values support from parents and carers and tries to respond to any comments or concerns raised. The Annual Review process is also used as a forum for setting outcomes and agreeing actions for each year. Pupils are consulted about their own learning, participate in the Annual Review process and work with staff teams on their Next Steps targets. Learners also elect their own representatives for the Student Council.</p>
<u>Section 9</u>	

<p>What do I do if I have a concern about school provision?</p>	<p>In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Headteacher, Deputy Headteacher or one of our Assistant Headteachers. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.</p>
<p><u>Sections 10 & 11</u> What specialist services and expertise are available at or accessed by the school?</p> <p>How do I seek a place at Woodlands Meed?</p>	<p>We have a number of specialists in school, and a wide range of external services with whom we liaise regularly to support our learners' needs. Physiotherapy, Occupational Therapy, Speech and Language Therapy and school nursing are all attached directly to Woodlands Meed. We also work closely with outside specialist services including Hearing Impairment, Visual Impairment and the Educational Psychology services, Music Therapy, PAT Dog therapy, CAMHS, Social Care and partnership schools and colleges in our local area. The SEND Alliance, which runs out of Woodlands Meed, is also a specialist SEND hub providing information, training and support to schools and families in the local area on matters pertaining to special education. There is currently work underway to make the SEND Alliance more available and accessible to parents.</p> <p>Your child will need a Statement of Educational need or an Education Health Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEN Assessment Team (SENAT). We encourage visits to school and college to learn more about Woodlands Meed and to discuss prospective learner's needs. Admissions are decided by SENAT, however we are consulted about the suitability of our provision in terms of meeting your child's needs and providing them with an appropriate peer group.</p>
<p><u>Section 12</u> How do you prepare my child for joining your school or transferring to another school?</p>	<p>Admissions to the school are determined by the Local Authority and it is their responsibility to ensure that provision meets the needs of your child as identified in the statement or ECHP. Parents are encouraged to visit the school as part of this process. Transition visits are arranged for every learner so they can familiarise themselves with the environment and meet staff and classmates. Additional information in a transition booklet is often used to support learners as they visit</p>

	<p>and begin attending.</p> <p>When the time comes for your child to move on we will liaise with the future placement to best support our leavers' next steps. Transition planning is a vital part of the annual review process from year 9 onwards, and learners are encouraged to be involved with their future plans as much as possible. Pupils and families start to look at possibilities for their future. Some students have the opportunity throughout KS4 and KS5 to benefit from college links and specialist adult providers in order to familiarise themselves with post-19 options.</p>
<p><u>Section 13</u></p> <p>When can I get further information about services for my child?</p>	<p>The information in this report forms a part of the West Sussex Local Offer which can be accessed at: https://westsussex.local-offer.org/</p>