



Woodlands School

Local Offer

SEND'14

EDUCATION
HEALTH
SOCIAL CARE
WORKING TOGETHER



Question 1

How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have additional needs?



- All pupils attending the school have Statement of Special Educational Needs or an Education Health and Care Plan which identifies the school as the most appropriate provision for the pupil. This also identifies the pupil's primary and where appropriate additional needs and the annual review of the SEN statement/ EHC plan ensures that they reflect the pupil's current needs. The primary need of pupils attending Woodlands is severe learning difficulties(SLD) or profound and multiple learning difficulties (PMLD), some may also have ASD
- The progress of all pupils is monitored termly by class/subject teachers and the senior leadership team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. An action plan is drawn up to ensure that staff and parents are aware of the area of need to be focussed on.
- This will then be discussed with parents/carers at individual pupil progress meetings and, if appropriate, with the pupil concerned.

Pupil progress is monitored throughout the day...



...and through all activities.





Woodlands
School

Question 2

How will the school staff support my child /young person?

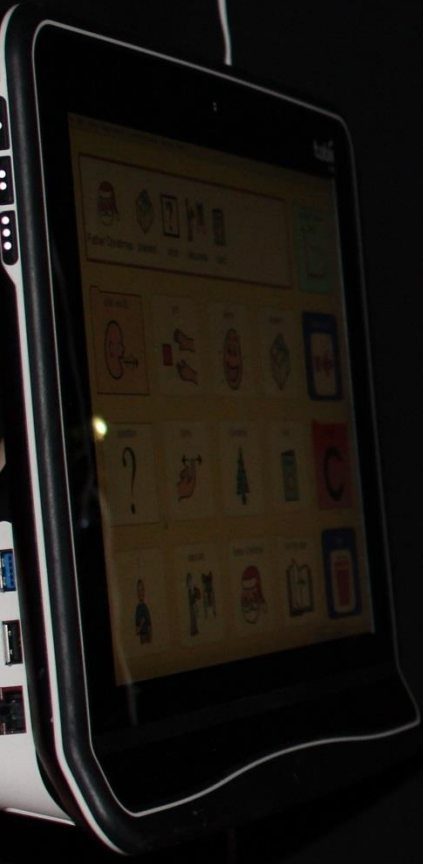


- Every child starting at our school will have a statement or an Education, Health and Care Plan. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to meeting these needs.
- Every child has a class teacher who co-ordinates the plan and oversees the implementation of the plan or statement. The class teacher, in consultation with parents at the Annual Review meeting will set targets for your child and these will be outlined in their Individual Education Plan (IEP) which is shared with all the staff who are working with your child and with you as the parent/carer as well as with the child, where appropriate.
- Individual Education Plans are evaluated termly to assess the effectiveness and impact of the planned provision

IEP targets are set for all pupils and worked towards across the day.



Specialist communication equipment is provided for pupils who need it after an assessment with the Physical and Sensory Support Service.





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Question 3

How will the curriculum be matched to my child's/young person's needs?



- Your child will follow a curriculum which is adapted to their needs and their learning will be differentiated to enable them to make progress.
- Throughout the school pupils are grouped according to their needs and abilities. The level of support will depend on your child's needs, as identified in the child's statement or ECHP
- A themed curriculum is in place to ensure high levels of interest and engagement whilst covering all areas of the curriculum.
- Our curriculum has a strong focus on literacy, adapted to engage and inspire all pupils to achieve.
- In the upper part of the school the curriculum is adapted to allow opportunities for accreditation, independent living, life skills and community learning.



Some pupils
require a highly
adapted sensory
curriculum.



All pupils are given lots of time to learn through exploration, especially in the Early Years Foundation Stage.

The curriculum is adapted to meet the needs of all pupils and ensure that they reach their full potential.





the curriculum is adapted to allow opportunities for accreditation.



Our curriculum has a strong focus on literacy, adapted to engage and inspire all pupils to achieve.



Pupils enjoy developing their creative side!



**Woodlands
School**

Question 4

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?



- We will discuss your child's progress during consultation evenings or annual review meetings in school.
- As a school, we analyse the progress of all of our pupils to identify who is doing particularly well or those who may need further support.
- We offer an open door policy and if at any point you wish to discuss a pupil's progress an appointment can be made to meet with the class teacher or a member of the Leadership team. Staff in school can offer advice and practical ways that you can help your child at home.
- Each class teacher sends home a termly class newsletter that shows the topics that will be covered in school during the term. There are also ideas and suggestions for activities and resources that parents can use to support learning at home.
- Every child has a home-school book, where daily progress in activities both at home and in school, can be shared.

Achievement is recognised and celebrated at Woodlands. Parents are invited to join celebration events throughout the year.





Parents are kept informed of progress through Annual Reviews and Parent's evenings and are offered training to support them to help their child transfer their achievements between the home and school environments.



Pupils enjoy sharing their achievements with each other and the rest of the school.



**Woodlands
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Question 5

What support will there be for my child's/young person's overall well-being?



- We are committed to multi-agency working to ensure that the needs of the whole child are met
- Pupils have a care plan which identifies their care needs including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed, where appropriate
- Professionals from other agencies including physiotherapy, occupational therapy, health and CAMHS visit the school as appropriate. As well as supporting individual pupils these professionals advise staff around strategies and offer training
- Each class team ensures that the pastoral needs of pupils from across the school are met.
- We have an annual 'Feeling Good Week', where pupils take part in activities designed to support their well-being.

Physiotherapists, Occupational therapists and Speech Therapists work closely with the class teams to support access to the curriculum and ensure an individualised timetable.



Pupils develop physical and communication skills throughout the day with support from a multi-disciplinary team.



A range of clinics take place during school time, including Orthotics, Wheelchair Clinics, Paediatrician and Orthopaedic appointments.



We have an annual 'Feeling Good Week', where pupils take part in activities designed to support their well-being.





Question 6

What specialist services and expertise are available at or accessed by the school?



- Specialist Services are assessed, provided and managed by Health through their local provider. These services can be specified in the statement or EHCP or may form part of the core offer to the school.
- These services include: Speech & Language Therapy, Occupational Therapy, Physiotherapy and school nursing
- In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs: Social workers, CAMHS, Portage workers, Primary Mental health Worker, Pathways Adviser, County Transition Team (social services) – we also have a link care manager, Independent Advocate from Sunnybank Trust, Employability, Music therapist, Educational Psychologist.
- Some pupils go horse riding at the local Riding for the Disabled group.

Pupils enjoy our links with the Riding for the Disabled Association.



We have good links with external services to support us in providing equipment for the pupils.





Pupils develop their communication skills with support from highly specialised Speech and Language Therapists.



Woodlands is a lead school in the use of the PODD communication system. All staff are trained in this system, which supports autonomous communication as part of an aided language stimulation programme.



Question 7

What training are the staff supporting children and young people with SEND had or are having?



- All our staff receive training and support to meet your child's education and health needs.
- Teaching staff, teaching assistants and middle leaders have accessed targeted programmes of Continuing Professional Development to develop their skills which typically includes a range of specialist training, such as sensory integration, the use of PECS, TEACCH, Makaton, PODD.
- All staff receive Positive Options training in order to develop their behaviour management skills. Staff who provide personal care receive moving and handling, eating and drinking, and medical training as appropriate.
- We employ our own moving and handling trainer on site who provides personalised training and timely support for staff working with individual pupils.

As a result of ongoing training and professional development, teachers are highly skilled at adapting activities to meet the needs of their pupils.



All support staff receive ongoing training in supporting our pupils to access the curriculum.



A teacher using
PODD to support a
pupil to access the
lesson.



As a result of ongoing training and professional development, teachers are highly skilled at adapting activities to meet the needs of their pupils.





Question 8

How will my child/young person be included in activities outside the classroom including school trips?



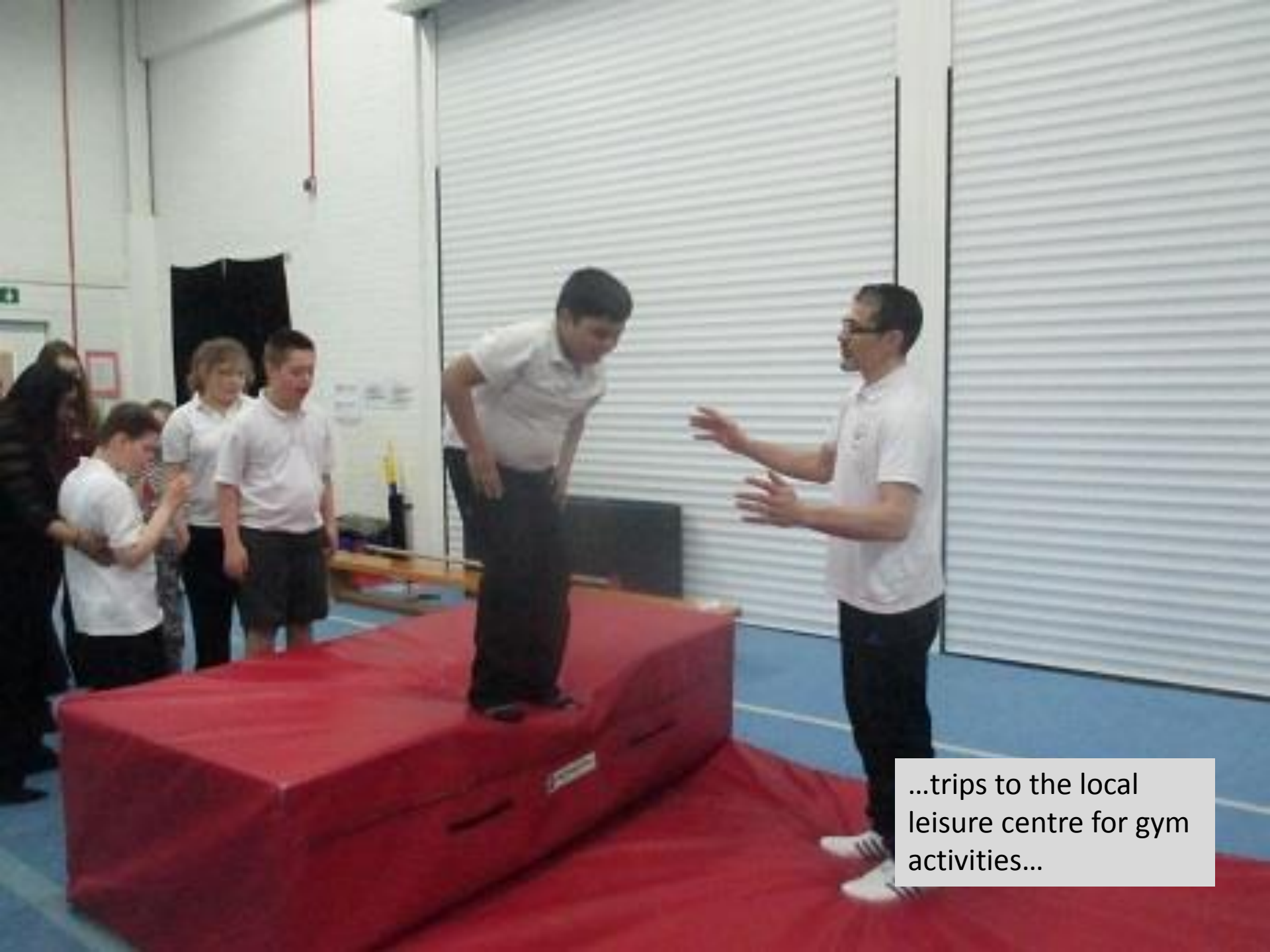
- Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils and provide a wider range of experiences for our pupils than could be provided on the school site alone as well as promoting the independence of our children as learners
- We also afford students the opportunity to take part in a wide range of residential activities appropriate to their individual SEN need
- All visits and activities are risk assessed to ensure they are appropriate for individual pupils
- Parents /carers take an active part in discussions around residential visits and these are discussed both formally at parent meetings/annual review meetings.
- Our curriculum in the secondary department promotes the transition of skills into the community.
- Our KS5 department has strong links with post 19 providers including NESCOL, Orchard Hill College and Freewheelers (performing arts).
- Strong swimmers in the secondary department may access the local leisure centre for swimming.



Pinewood class on a visit to Chessington World of Adventures.



Pupils enjoy a range of off-site activities including working on the farm at NESCOLT...



...trips to the local leisure centre for gym activities...

...sailing...





...and dance.



Pupils have many opportunities to take part in residential trips, including High Ashurst, QE2 Activity Centre...



...and an annual ski trip for the older pupils.



Pupils develop skills to promote independence throughout the school.

Pupils working together to make a bug hotel.





**Woodlands
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Question 9

How accessible is the school environment?

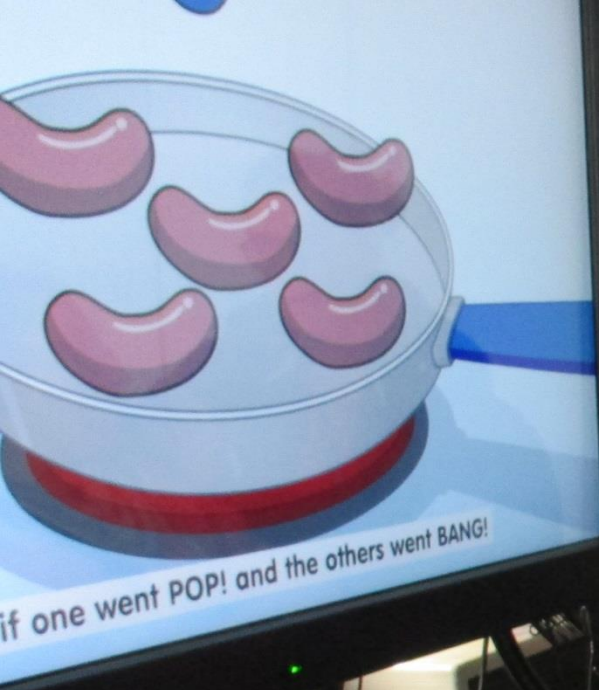


- The building is fully wheelchair accessible with wide corridors. It is all on one level and benefits from step-free access. There are a full range of toilet and changing facilities and there are specialist areas available: in addition our swimming pool is maintained at a temperature to facilitate hydro therapy.
- There is a soft play area in the Lower School site and sensory rooms on both Upper and Lower school sites.

Pupils have access to a range of adapted equipment including bikes...



... ICT equipment...



if one went POP! and the others went BANG!





...and playground equipment.



A pupil enjoying the freedom of a hydrotherapy session.



Question 10

How will the school prepare and support my child/young person to join the school, transfer to a new setting / school / college or the next stage of education and life?



- Admissions to the school are determined by the local authority and it is their responsibility to ensure that the 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.
- Your child will be invited to access transition opportunities, such as visiting the class, or a phased introduction to the school.
- Each class prepares a 'transition booklet' for new pupils joining the class at the start of the year so that the pupil and family have some idea of what to expect when they start in their new class
- Transition planning is a vital part of the annual review process from year 9 onwards. Parents and pupils meet their Pathways advisor regularly and many have the opportunity through year 13 and 14 to visit their chosen college: some year 14 pupils benefit from college links in order that pupils can familiarise themselves with the setting.

sovereign



Older pupils take part in a range of transition activities in the community.

Pupils enjoying a limousine ride to the end of year prom.



Pupils learn about people who help us and their local community throughout the school to prepare for transition.



The school council meets regularly to make decisions and share the views of their friends.





Question 11

How are the school's resources allocated and matched to children's/young people's special educational needs?



- The school is resourced by the Local Authority to provide small class sizes and levels of staffing to meet your child needs as identified in the statement or EHCP.
- The use of additional money through pupil premium, Sports funding and Year 7 top up, etc., is targeted at these specific groups and impact of this is reported.



Pupils are supported to attend after school provision by a grant from Surrey Short Breaks.



**Woodlands
School**

Question 12

How is the decision made about what type and how much support my child/young person will receive?



- The pupils' Statement of SEN/ EHC plan identifies a banding level which reflects the pupils' current needs. This is agreed through discussion between the school and the Local Authority



**Woodlands
School**

Question 13

How are parents involved in the school?

How can I be involved?



- We believe that a pupil's education is a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly
- Parents are invited to all review meetings and a number of parents' evenings each year.
- There is a Parent Association as well as parent representation on the Governing Body
- Half termly coffee and chat meetings facilitated by our Leading Partnership with Parents group provide opportunities for informal discussion with the head and parent support worker

Parents are invited to parent meetings every term.



Friends of Woodlands run Christmas and summer fairs, which are well supported by families and the local community.





**Woodlands
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Question 14

Who can I contact for further information?



- For parents the first point of contact is your child's tutor.
- If you need more general information about the school contact the school leader in the specific areas:

EYFS & Primary: Ms. Rosie Clark

Secondary: Mrs Gill Lloyd

If you are considering your child joining the school the first person to talk to is Nikki Pickering, in Upper School reception
For any other queries or concerns contact the Head teacher:
Mrs Adrienne Knight