

SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

Woodlands School, Leatherhead

Approved by: **Rosie Clark, Headteacher**

Last reviewed on: **7th July 2026**

Next review due by: **7th July 2027**

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy at Woodlands School. We want to show you clearly how special educational needs support works in our school and how we ensure every pupil receives the personalised provision they need.

You can find our SEND policy on our website:

<https://www.woodlands.surrey.sch.uk/policies>

If you are unsure about any terms used in this report, please refer to the glossary at the end.

1. What types of SEN does the school provide for?

Woodlands School (part of the Bourne Education Trust BET)), is a Surrey County special school for pupils aged 2–19 with a wide range of complex needs. All pupils attending Woodlands have an Education, Health and Care Plan (EHCP) or are undergoing statutory assessment.

Woodlands School is split across two sites: Main school (Leatherhead) and one Satellite school (based at Cranmere Primary School, Esher).

All pupils at Woodlands have severe learning difficulties (SLD) and in addition, many have the following co-existing needs in the following areas:

Communication and Interaction

- Autism
- Speech, language and communication needs

Cognition and Learning

- Severe learning difficulties (SLD)
- Global developmental delay

Social, Emotional and Mental Health (SEMH)

- Attention deficit hyperactivity disorder (ADHD)
- Attention deficit disorder (ADD)
- Emotional regulation needs
- Anxiety and associated mental health needs

Sensory and/or Physical Needs

- Sensory processing difficulties
- Hearing impairment
- Visual impairment
- Multi-sensory impairment
- Physical disabilities
- Medical needs requiring specialist support

2. Which staff will support my child, and what training have they had?

All staff at Woodlands School have opportunities for professional development and are expected to undergo regular training, including staff meetings and INSET/twilight training days. New staff complete a thorough programme of induction trainings upon starting at Woodlands, including Safeguarding, Online Safety, Cyber Security, Equality, Health and Safety, GDPR, Specialist Literacy, Phonics, Moving and Handling, Epilepsy Awareness, Asthma Awareness and Dysphagia Training. Staff are also required to undergo specific trainings required to meet the needs of individual pupils with whom they are working e.g. Gastrostomy Feeding, Tracheostomy Feeding and Braille. All staff receive yearly Crisis Prevention training to support pupils and develop their behaviour management skills.

Staff take part in a yearly appraisal which supports their Continuing Professional Development (CPD) and supports the whole school development plan.

Our SENCO

Our SENCO is **Lorna Banfield**. She is a qualified teacher with extensive experience in special educational needs and leads on SEND provision across the school. She works closely with the Senior Leadership Team, therapists, and external professionals to ensure high-quality provision for all pupils.

Class Teachers

Teachers at Woodlands are trained in:

Autism-specific strategies

Attention Autism

PODD

Makaton

Sensory integration approaches

Behaviour regulation strategies

Little Wandle Phonics

Comprehensive Literacy

Safeguarding and medical needs

SCERTS strategies

Zones of Regulation Strategies

Understanding of Sensory impairments including Cognitive Visual Impairments (CVI)

Adapting teaching to meet Visual, Hearing and Physical needs

Teachers are supported to develop their teaching skills through learning walks and lesson observations with actions to improve teaching and learning. Teachers receive ongoing professional development and work closely with the SENCO to adapt teaching for individual pupils.

Teaching Assistants (TAs)

Woodlands has a large team of highly skilled teaching assistants, including higher-level teaching assistants (HLTAs).

TAs are trained in:

- Intensive Interaction
- PODD
- AAC specific to their class group (Eye Gaze, Grid 3)
- TEACCH
- Communication support
- Sensory regulation
- Moving and handling
- Personal care and medical procedures

External Agencies and Specialists

We work closely with: Speech and Language Therapists, Occupational Therapists, Physiotherapists, Music Therapists, Educational Psychologists, CAMHS, school nursing team, paediatricians, social care, specialist teachers for sensory impairments, wheelchair services portage workers, ophthalmic service.

These professionals support assessments, interventions, and EHCP reviews.

3. How will the school know if my child/young person needs extra SEN support and what should I do if I think my child/young person may have additional SEN?

As a special school, all pupils at Woodlands have identified SEND before admission. Children placed at Woodlands will either have an Education, Health, Care Plan (EHCP) or may be placed at the school on an assessment placement whilst awaiting an EHCP, for example for early years placements. The EHCP will have identified the school as the most appropriate placement for the child's needs.

Children/Young people at Woodlands will have an Annual Review meeting to review their needs, outcomes, provision and next steps. Children in the Early Years, before the age of 5, will have six monthly review meetings. This ensures that the EHCP remains accurate and provision remains appropriate in line with pupils' development.

Pupils are continually monitored to ensure provision remains appropriate for each individual child's needs. We identify additional needs through ongoing teacher observation, baseline assessments, specialist assessments (SALT, OT, sensory profiling), behaviour and wellbeing monitoring, Parent/carers discussions, Multi-agency input

If new needs emerge, the SENCO, **Lorna Banfield**, will work with you, the EHCP Coordinating Officer and any other relevant professionals to update your child's support plan or EHCP. If you think your child may have additional needs, please speak to your child's class teacher or our SENCO, **Lorna Banfield**, via the school office. We will meet with you to discuss your concerns, gather information, and agree next steps.

We will seek further advice and referrals from other professionals, therapists, specialist teachers for hearing and visual impairment and Educational Psychologists with parent permission.

4. How will the school adapt its teaching for my child/young person?

Teaching at Woodlands is highly personalised. Adaptations include:

- Individualised curriculum outcomes
- Visual supports and structured teaching
- Sensory-friendly environments
- Alternative communication systems
- Specialist equipment
- Individualised timetables
- Small-group or 1:1 support

Individual interventions may include:

- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Sensory integration programmes
- Social communication groups
- Emotional regulation support
- Intensive Interaction
- Music therapy
- Swimming sessions

These form part of Surrey's Local Offer.

The EHCP will contain your child's needs, recommended resources, teaching programmes and multiagency involvement. The class teacher will oversee the implementation of the plan alongside any other professionals identified in the provision section of the plan. The class teacher is responsible for setting targets and learning objectives and sharing these with you and staff who are working with your child.

At Woodlands School, children/young people will have an individual pupil profile, which details how best to support your child, how they communicate and how to support them.

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

Please refer to our Curriculum Statements on our school website.

<https://www.woodlands.surrey.sch.uk/curriculum>

“The curriculum at Woodlands is designed for our current cohort of pupils who have a wide range of learning, physical, communication and health needs. We offer a broad and balanced curriculum based on the UK National Curriculum, with the content being carefully adapted to meet the diverse needs of our pupils. We believe in a broad and balanced curriculum where all subjects are valued. Our curriculum will equip our children with a breadth of knowledge and skills in all areas of learning and have opportunities to participate in carefully selected extra-curricular activities to support them in developing life-long interests and hobbies. As pupils transition through Key Stage 1 to Key Stage 4, opportunities to develop communication and literacy skills are embedded within all areas of the curriculum. Alongside functional literacy and mathematics, the development of independence, life skills along with appropriate skills for the world of work receive increasing focus for all pupils as they move throughout the school.”

Learning is adapted for all abilities and interests, and units of work pupils follow are tailored to the cohort of children in the class where appropriate, especially in early years and post 16.

Our curriculum has a strong focus on literacy, adapted to inspire and encourage all pupils to achieve. All teachers use a range of specialist teaching and assessment methods accurately matched to pupils’ needs, e.g. Comprehensive Literacy, Numicon and SCERTS. Multisensory resources are used imaginatively to encourage active learning through first-hand experience and exploration. A multi-modal communication approach is used incorporating speech, text, symbols, photographs, objects, ICT and signing. ICT is used to extend and reinforce learning and to provide an alternative method of access, e.g. writing on a laptop or iPad, rather than handwriting. The expertise of other professionals is used to inform specific approaches for individual pupils, e.g. strategies for pupils with a sensory impairment.

6. How will the school measure my child/young person’s progress and how will I know how they are progressing?

We follow the **graduated approach**: Assess – Plan – Do – Review.

We measure progress through:

- Achievement towards personalised learning goals, devised during annual review by the multi-disciplinary team including parents and written into an ‘EHCP Outcome Scores’ document
- Baseline and post-intervention assessments
- Teacher observation
- Specialist reports
- Termly reviews
- Annual EHCP reviews
- Baseline, ongoing monitoring and termly or annual assessment of progress towards Woodlands levels across all curriculum subjects. (Please refer to the Pupil progress and Assessment Policy for full details)

Progress is shared with families regularly through outcome score documents and review meetings. If pupils do not make expected progress, an action plan will be completed to ensure that staff and parents are aware of the area that needs to be focussed on and strategies to promote progress. Parents have termly parents' evenings to discuss progress and Early Years Parents also have access to Tapestry to view children's progress in the Early Years.

7. How will the school evaluate whether the support in place is helping my child?

We evaluate provision by reviewing progress towards EHCP outcome score goals, monitoring intervention impact, lesson observations, pupil and parent feedback, provision mapping and Annual EHCP reviews

Support is adjusted based on what works best for your child.

8. How will my child/young person be involved in decisions made about their education?

We gather pupil voice in ways appropriate to each child's communication style, through visual choice-making, use of AAC books and devices, Makaton, drawings or photos, supported conversations, observations and participation in person-centred reviews when they are able to.

Every pupil is supported to express preferences and contribute to their plan.

9. How are parents involved in the school and how can I be involved in the decisions made about my child/young person's education?

We value your expertise and work in partnership with you to ensure the best outcomes for your child.

Parents/carers will be involved at every stage. We will meet with you at least termly to review progress and set new outcomes, share behaviour support plans, invite you to all EHCP reviews and communicate regularly through home-school channels including home/school diary books and emails between class and home.

Parents/carers will also be invited to school trainings when available to help you to continue the strategies and interventions implemented at school at home.

10. How will the school support my child/young person's wellbeing, mental health and emotional and social development?

We support emotional wellbeing through encouraging positive relationships with teachers, CAs and SNCAs, developing sensory regulation programmes, use of Zones of Regulation. We also have pastoral support, social skills groups as part of the PSHE curriculum and nurture-based approaches. Bullying at Woodlands is generally very rare, due to the learning needs of our pupils. Most will not deliberately set out to cause injury, but there may be instances where another pupil is targeted when a pupil has become dysregulated. Where this becomes a pattern, we will work as a team to support both pupils to prevent these incidents. Anti-bullying measures are in place through the PSHE curriculum and we have a zero-tolerance approach to bullying.

We are committed to multi-agency working to ensure that the needs of the whole child are met. As needed, 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. In addition to this, we have an annual 'Feeling Good Week', where pupils take part in activities designed to support their well-being.

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

The pupils' EHCP will outline this. The EHCP identifies a banding level which reflects the pupils' current needs. This is agreed through discussion between the school and the Local Authority.

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

All activities at Woodlands are designed to be inclusive. This includes; educational visits, special events, sports activities, clubs and enrichment

We make reasonable adjustments to ensure every pupil can participate fully. Off-site visits are designed with all pupils in mind and aim to enhance curricular opportunities for all pupils, provide a wider range of experiences and promote independence.

The school owns minibuses which are used for a variety of educational and leisure outings. All visits are risk assessed to ensure safety and are overseen by our Educational Visits Co-ordinator (EVC) **Sarah Smith**.

In Early Years, areas of learning are offered both inside and outside through the use of our fully accessible outside area and early years playground. The outside area is covered by a canopy to ensure it is accessible in adverse weather conditions.

KS5 students are encouraged to partake in work experience opportunities through links with the community.

13. How accessible is the school environment?

At Woodlands, the building has level access and has accessible classrooms and facilities. Classes have hoist tracking and there are a full range of toilet and changing facilities. The building is fully wheelchair accessible for pupils.

Woodlands offers specialist equipment and aids as suggested by other professionals including up/down changing beds, specialist seating and walking frames. The school makes reasonable adjustments for individual pupils and every pupil is seen as an individual.

Specialist facilities include; Swimming pool with direct hoisting from poolside and interactive lighting and sound, Sensory room with lighting and sensory activities, Soft Play, Interactive

Carpets, School Library Area, Food Tech room, Accessible swings and roundabouts on the playground.

All pupils have a PEEP (Personal Emergency Evacuation Plan) as part of Risk Assessment procedures to ensure the safe evacuation of pupils in the event of an emergency such as a fire.

14. How does the school make sure the admissions process is fair for all pupils?

As a special school, admissions are managed by the local authority, Surrey County Council. Pupils are admitted when Woodlands is named on their EHCP. We work closely with families and professionals to ensure placements are appropriate and transitions are well supported. Parents are encouraged to visit the school as part of this process. Transition is very individualised to the child's needs. Your child will be invited to access transition opportunities, such as visiting the class, or a phased introduction to the school.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At Woodlands, pupils are supported through transitions carefully and with visual supports to ease the transition. 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. Other supports may include, visits to new classrooms, social stories, photo books, meetings between staff, multi-agency planning.

Transition planning is a vital part of the annual review process from year 9 onwards. At Woodlands School the 'Careers, Education, Information, Advice and Guidance' programme highlights the importance of "Preparation for Adulthood" as the key to every pupil's personal development and as such defines 'careers' as our pupils' pathways to their future life goals and aspirations. It ensures that all pupils have the opportunity to develop and learn the skills needed for their future pathways, whether that is a college placement, supported living, an adult social care placement, a supported internship or paid work.

Our 'careers education programme' aims to give our pupils their skills for life through a person centered and differentiated approach. The intended outcomes of the programme include how our pupils will:

- Develop and build on their functional skills.
- Further their personal development and self - awareness.
- Develop their independence through life and living skills.
- Learn about the world around them through accessing the community and developing community participation and social skills.
- Develop their careers learning, including their understanding of careers, employment and the workplace.
- Develop their work skills through meaningful experiences of the workplace.
- Access transition guidance and support about the range of future options available to them when they leave school. All pupils from EYFS to KS5 work towards the "Preparation for Adulthood" outcomes across the curriculum.

16. How will the school resources be secured for my child?

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 EHCP. A significant proportion of the schools funding goes to providing a high staffing ratio to support the complex needs of our pupils. The use of additional money through pupil premium, Sports funding is targeted at these specific groups and impact of this is reported.

Resources funded by the local authority may include, specialist equipment, additional staffing, therapeutic input, training for staff and external professional support

17. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for looked-after children **Katie Bedford** works closely with the SENCO to ensure that needs are fully understood, PEPs and EHCPs align and staff are aware of relevant circumstances.

Support is tailored to each child's needs.

18. What should I do if I have a complaint about my child's SEN support?

Complaints should be made to your child's class teacher or the SENCO in the first instance. If unresolved, please follow the school's Complaints Policy on our website.

If you believe your child has been discriminated against due to their SEN or disability, you may make a claim to the First-tier SEND Tribunal.

19. What support is available for me and my family?

You can find support through: **Surrey Local Offer:** <https://www.surreylocaloffer.org.uk>
([surreylocaloffer.org.uk](https://www.surreylocaloffer.org.uk) in Bing) **SEND Advice Surrey (SENDIAS):**
<https://sendadvicesurrey.org.uk> (sendadvicesurrey.org.uk in Bing)

Local and national charities include:

- IPSEA
- Family Action
- Special Needs Jungle
- NSPCC

Please contact us if you need help accessing support.