



Introduction

What kinds of Special Educational Needs does Woodlands provide for?

Woodlands Academy is a special school catering for pupils with Social, Emotional, Mental Health difficulties. We cater for pupils between the ages of 11 – 16. As well as Social, Emotional, and Mental Health, many of our pupils have additional medical diagnosis of ASD, Aspergers, OCD, ADHD, ODD. This list is not prescriptive nor exhaustive.

At Woodlands we are constantly striving to improve the lives of our pupils through their environment and their experiences.

The curriculum across Woodlands is tailored to ensure that pupils develop their functional use of literacy/communication and numeracy in all aspects of their daily lives. Spiritual, Moral, Social and Cultural development is a thread that binds all experiences that our pupils learn from and encounter.

At Woodlands Academy, we have high expectations and offer excellence and choice for all of our children, whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation for all. We ensure that all of our children know that they are valued and important members of our school community and through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations; • require different strategies for learning;
- acquire, assimilate and communicate information at different rates; • need a range of different teaching approaches and experiences.

We aim to meet the needs of each and every child, including those with Special Education Needs and Disabilities, so they reach their full potential and enjoy their learning.

How does Woodlands Academy know if our pupils need extra

A child has special educational needs if she or he has a:

- Learning difficulty which is significantly greater than the majority of children of the same age
- Disability which makes it difficult to use the facilities normally available.

Special educational needs are described by the Special Education Needs Code of Practice as falling into four areas. These are:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical.



It is very important that parents and the school work together, so if you have any concerns, please make an appointment to speak to the SENCo Team, just as they will contact you for an appointment if they have any worries.

How would Woodlands identify and assess my child's special educational

Every pupil has an Education, Health and Care Plan. These are reviewed annually. In addition, children are constantly observed and progress noted. Pupils are assessed against their own prior learning. The school works closely with Therapists and external agencies to identify the holistic needs of every child

What will the school do to support my child

Initially we will implement the agreed plan of action, making full use of the support available within the school. Where necessary additional advice and support may be sought from external agencies. Strategies and interventions will be in place to support the child as well as realistic short term SMART (Specific, Measurable, Achievable, Relevant/Realistic, Time-bound) targets. These will be reviewed through a cycle of 'Assess, Plan, Do, Review'.



Who will support my child in school

There are many individual and groups of people (some have been detailed below) who may be involved in providing support for your child.

Who?	Roles & Responsibilities
Form Tutor	The Form Tutor has overall responsibility for your child's progress and will work with you and your child to ensure his/her needs are met. The Tutor is the first point of contact should you wish to raise a concern about your child. It is the Tutor's responsibility to ensure that any reporting or recording of pupil progress is accurate and fair.
SENCo	The SENCo will monitor the progress of all the children and will monitor the effectiveness of intervention for children throughout the school. The SENCo will lead review meetings, refer children to outside agencies when appropriate, liaise with other professionals and complete relevant paperwork.
Head of School	The Head Teacher is in overall charge of all staff in school. The Head Teacher leads the termly pupil progress meetings and ensures that provision and support is available for the children. The Head Teacher meets regularly with the SENCo to discuss provision in school.
Key Workers	The Key Workers support teaching and learning on a daily basis and have excellent knowledge of the children. They work with children 1:1 as well as in small groups and also deliver structured interventions with the guidance of tutors and the SENCo.
All Staff	All Staff support the personal, social and emotional needs of your child daily. Good communication between staff ensures that children are closely monitored throughout the school day and information is passed on if necessary.
Administrators	The Administrator will add your child's special education need to the central record and provide clerical support when needed.
SEN Governor	The Governing Body of Woodlands Academy has a named Governor whose responsibility is to oversee the provision for SEN and feed information back to the governing body.
Outside Agencies	Woodlands Academy works with a range of Outside Agencies including Speech and Language Therapists, Specialist Teachers, Educational Psychologists, Physiotherapists, Paediatricians and outreach services. Their role is to support the child, family and school with all aspects of SEND.



How will the staff support my child

Every child has their own targets which identifies long term and short term objectives. Children may be taught 1:1, in small groups or whole class depending upon the activity.

What experience and qualifications does the SENCo Team have

In line with the SEN Code of Practice (2014) the SENCO is a qualified teacher, who holds a **National Award in Special Educational Needs Co-Ordination** as well as holding a Post Graduate Diploma in SEND.

In addition, the SENCO attends local SEN Cluster Group meetings, and other training or briefing meetings provided by the Local Authority.

What training do the staff have (in relation to SEND)

All staff at within the Academy have regular training in a great number of areas of Safeguarding and Special Educational Needs and Disability. This may be specific to job roles or training carried out by the whole staff.

All of our teachers are qualified and have undertaken specialist further professional development. Our Instructors and TA's also have a range of expertise.

What support will there be for my child's emotional and social well-being

The emotional and social well-being of your child is of great importance to us. Where appropriate, additional intervention (individual or small group) will be organised to help your child's emotional and social development.

- Teachers, Teaching Assistants and Pastoral Support build up strong relationships with children to support their emotional needs.
- The school rules, including rewards and sanctions, are used consistently to support children's behaviour.
- We work closely with outside agencies to support children with emotional and behavioural needs.
- We have a robust safeguarding policy and protocol in place. Pupils' health and wellbeing is paramount.
- All safeguarding and child protection issues will be reported via School Pod to Head Teacher, Designated Safeguarding Lead and Deputy Designated Safeguarding Leads.
- PSHE is considered an important subject taught weekly and a PSHE Scheme of work is used across the whole school.
- We work with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and administration of prescribed medication. We also work with social services and the children with disabilities team.
- Within school we have staff trained in Music Therapy, Lego Therapy and ELSA. We also work closely with CAMHS child and adolescent mental health services if your child needs that level of support.



My child has special educational needs and/or disability (SEND), what extra support you provide and who will decide on the

This will depend upon your child's individual needs. Each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinator (SENCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas. Below are some examples of what the Woodlands Academy can provide.

Cognition and Learning (Learning Need)

- Different approaches to learning, e.g. visual, hands-on
- Different work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares
- Special Literacy or Numeracy programmes,
- Extra adult support, group work, individual support

Communication and Interaction (Speech and Language)

- Resources provided by the Speech and Language Therapy Service - First Call
- Communication and language games
- Social skills games
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service

Social, Emotional and Mental

Health • ELSA strategies

- Social skills games
- Reward strategies
- Playground buddies
- Social Stories
- Lunchtime clubs

Sensory and Physical Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Specialist training from outside agencies, such as physiotherapists for pupils with disabilities
- Sensory Circuits to meet the individual sensory needs of a child

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

We work closely with the following to support your child's needs. All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy.

Specialist services including Educational Psychology services, Music Therapy, CAMHS – Child and Adolescent Mental Health Services, Social Services – children with disabilities team.



Your child will need an Education Health Care Plan before being considered for admission to our school.

What if my child has Medical Needs

If your child has specific medical needs then please contact the office so appropriate plans can be put into action. If needed, a 'care plan' can be developed, with support and advice from outside agencies, to inform all staff of the specifics of the condition and what should be done to support the needs of the child. If your child requires ongoing medication, please contact the school office for more information.

How will my child be involved in the process and be able to contribute their views?

Your child will be involved in the process of 'Assess, Plan, Do and Review' through talking to familiar adults about his/her work, identifying his/her strengths as well as aspects he/she finds tricky. This often involves sharing classroom work and attending review meetings if appropriate. Behaviour is regularly reviewed with your child with the pastoral team.

How will the curriculum be matched to my child's need

All children are well supported within the classroom by highly skilled teachers and teaching assistants. Appropriate adjustments are made to the classroom, teaching and resources to ensure that all children have access to the curriculum. These include:

- a clearly differentiated curriculum;
- collaborative learning (talking partners, mixed ability group work); • using ICT or a scribe to record;
- using ICT to support learning;
- using concrete apparatus
- the use of pupil's interests; • targeted group work;
- pre-learning of key points or vocabulary prior to a lesson; • 1:1 support;
- 1:1 teaching;
- interventions and guided work; • the use of visual aids;
- adaptation of the learning environment.

What opportunities will there be for me to discuss my child's attainment and achievement and how will I know how well my child is progressing?

We pride ourselves on our positive relationship with parents so if you have any questions about your child's progress you can make an appointment to see your child's form tutor at any time. We report in detail to parents through Parents' Evenings which are held twice a year and via the School Report in July. Permission will always be sought before your child is assessed by an outside agency, e.g. the Specialist Teaching Team, and feedback will be given as a written report or verbally as part of a review meeting. Staff also love to share successes on an as and when basis occasionally Key Workers will phone home to celebrate individual children's achievements or progress.



How will I know how well my child is doing at school?

Every year we discuss progress at Annual Reviews and our expectations for your child. We communicate with you regularly through email and by telephone. In addition to the Annual review you will also receive an Annual Report from us each year.

How is the decision made about the level of support my child needs?

Your child will initially have their needs identified through their EHC plan. We constantly review this and using our expertise and experience will identify when and where additional support may be needed.

How does the school know how well my child is doing?

At Woodlands Academy we baseline assess our children and then we collate data from assessments and regular points throughout the year. In July data is shared with parents as part of the report process.

How will my child be included in activities outside the classroom, including residential visits?

At Woodlands we will endeavour to ensure that provision is put in place so that all children can access breakfast clubs, outdoor learning and educational visits including residential opportunities. Where necessary, we will ensure that specialist support is available and if required, reasonable adjustments made to enable all children to access the provisions on offer, wherever possible.

How accessible is the school environment?

At Woodlands Academy, all classrooms, offices, and work areas can be accessed on the same level. The entire school is at ground level, meaning no steps should impede access to any part of the school.

Within the school, a disabled toilet can be located, which is accessible just off from the main foyer.

As a small school, car parking is limited but there are disabled parking facilities.

We are an actively inclusive school and will always make reasonable adjustments, where possible, for any visitor who may have a disability.

How will the school prepare and support my child to join the school?

If your child is joining our school, we have a transition programme in place. Initially your child's teacher will visit him/her in his/her current setting. This is followed by an open evening in school to allow both yourselves and your children and any professionals supporting the family the opportunity to visit the school and be introduced to the staff. However, this can be an individual visit if a group initial visit would be overwhelming. Towards the end of the summer term there will be several opportunities for your child to attend school and participate in lessons with the new cohort of pupils. The aim is to help your child to become comfortable in his/her new surroundings and have a feel for how the school day will be in the autumn term. The children also receive their own Welcome Pack which consists of an All About me Document which will be personal to each child and also a transition pack with photographs of the school and family staff which parents can share with them at home in preparation for the new term. In September, the pupils will start



with full school days unless a plan with shorter days has been planned in advance with support from transport.

If your child joins the school in another year group, we plan, in consultation with parents/carers and other professionals, the transition into school, depending on the needs of the child. Your child is welcome to make visits to the school outside of our normal school day and speak with their teacher and support staff, this is also an opportunity for them to familiarise themselves with the school routines.

As with most things in school, these arrangements are extremely flexible and can be personalised and adapted to meet the particular needs of your child. There are also a number of set opportunities for parents to meet with staff in year group and 1:1 settings but again, further meetings can be arranged if necessary.

It is usual practice for a member of our SEN team to communicate with the pupil's current school and other professionals for a review meeting and for all paperwork to be forwarded to the school during the summer break so that we are as prepared as possible for new starters. All of our pupils' parents/carers must return the new pupil pack before their start dates in order to have up-to-date contact and medical information.

We also ensure that our staff have the relevant information and background to new pupils and have seen the EHCP and any other documentation that will best support this transition.

How will the school prepare and support my child to transfer to a new setting?

We are committed to working in partnership with professionals and families to ensure effective transition to other educational placements, be that post 16 or to other alternatives. Our expectations are that this would include communication with the provisions, transition visits and sharing of key information, usually in Year 11. Additional individualised transition days and further professionals' meetings can be organised and produced dependent on the needs of individual children. The new school SENCo attends EHCP review meetings and meets with our teachers to identify strategies to support each child's profile and shares any relevant information that will help your child experience a smooth transition.

All paperwork is kept up to date and shared with new provisions promptly to further support best outcomes in transition.

How can I be involved in supporting my

You can support your child by:

- engaging with the school; • attending meetings;
- keeping the school up to date with any changes or information you feel is necessary to pass to the class teacher or SENCo;
- attending parent workshops and open-school events; • supporting your child with any homework tasks;
- providing home and wider learning opportunities



How can you get involved and who should you contact

Each year we hold a structured conversation with you where we discuss targets for your child for the coming year. We hold a parents evening and you are very much encouraged to come along to your child's Annual Review.

For further information, our website is regularly updated with upcoming events or alternatively please contact our school office.

How do parents and children get involved in their education

We keep you informed of your child's progress through the EHCP Annual Review process, Annual Reports and by sharing targets at parents evening. We also email or ring you on a weekly basis to update you on the progress made socially and behaviourally, and we hope you will also keep in touch with us that way as well.

The children are involved in the running of the school through the school council.

Who can I contact for further information

If you require any further information, help or support, please contact a member of our school team.

- Your Child's Tutor
- SENCo– Sherri Borrell
- Head of School – Matthew Page
- Safeguarding Governor – Jane Starbuck

How can I access support for myself and my family

School staff are always available to offer support and signpost to other organisations when necessary. Some useful organisations include:

Organisation	Telephone	Website/Email
Kids.org		www.kids.org.uk – working with disabled children, young people and their families
Young Minds		www.youngminds.org.uk Young Minds: The voice for young people's mental health and wellbeing.
ipsea		www.ipsea.org.uk IPSEA stands for Independent Parental Special Education Advice

SENDIASS		Liaise – What is Liaise? - Lincolnshire County Council Liaise is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). We provide confidential and impartial information, advice and support to children and young people (0-25 years) with SEN and disabilities, and their parents and carers.
Lincolnshire County Council		www.lincolnshire.gov.uk – provides information on the local offer, local schools and information for parents including links to support groups. Find links here for 4all – a magazine with up to date information on SEND and activities for children, young people and families. Also find links here for short breaks for children and young people with SEND
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration/
Lincolnshire Children's Services	01522 554673	
Parent Partnership	01522 553351	www.lincolnshireparentpartnership.org.uk Parent partnership offer free confidential advice, information and support to parents and carers about special educational needs
Parentlineplus	0808 800 2222	www.parentlineplus.org.uk
PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for Minority Communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk



Lincolnshire Centre Grief & Loss	01522 546168	
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How do the school manage complaints in regards to SEN

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

In the first instance we encourage you to contact your child's keyworker.

If you still have concerns, then please contact the Head of School. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

What is the 'Local Offer'

The Lincolnshire County Council Local Offer can be found at: <https://www.lincolnshire.gov.uk/send-local-offer>

This contains information regarding the SEN provision across the county.