

Woodside Academy SEN Information Report

**Prepared by B Lloyd
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<p>The kinds of SEN that are provided for</p>	<p>Woodside Academy is an above average sized all age special school (4-18) located in the London Borough of Bexley. We cater for children and young people with a wide range of learning difficulties, including Autistic Spectrum Disorder (ASD), with Moderate Learning Difficulties. students may have accompanying needs including medical needs. All of our students have an Educational Health Care Plan (EHCP).</p> <p>Students are admitted after consideration of professional reports, assessments and observations. In cases where the school feels the student does not meet the criteria, or they cannot meet their needs appropriately, the school may not offer a place.</p> <p>The school is commissioned to provide 208 places</p>
<p>Arrangements for consulting parents of children with SEN and involving them in their child's education</p>	<ul style="list-style-type: none"> ● Initial Transition meeting: The school meets with parents (and a representative from the child's current school) before the child starts at Woodside and prepares a transition plan. ● Annual Reviews – these meetings happen annually. Annual Reviews are a chance to discuss progress towards EHCP outcomes, review and update the student's profile of need and discuss next year's targets ● Parent View forms – provided as part of the Annual Review process. Parents are encouraged to fill these out and return to school for discussion at the Annual Review ● Meet the Teacher– these meetings happen at the beginning of the new school year and are a chance for parents to meet the new teacher and additional adults working with their child. Parents visit the classroom and find out about the routines of the school day ● Progress Review days– these take place three times a year and provide an opportunity for teachers to share Personal Learning Plan and Wellbeing Plans, discuss the student's academic progress and how they access their learning. It is also an opportunity for parents and teachers to discuss any worries or concern
<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>Students are involved in their EHCP/ Annual Review process and attend the meeting where appropriate.</p> <p>Student view questionnaires – this forms part of the Annual Review process. These forms are child/ SEN friendly and cover a range of different topics.</p> <p>School council meet regularly to provide a voice for the students</p>

	<p>Children and young people are involved in setting personal targets on their Personal Learning Plan and Wellbeing Plan with support from their teacher as appropriate.</p>
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes</p>	<p>Every student is baselined academically using the school's assessment system – Discovery and Explorer Lines which aim to capture small step progress.</p> <p>End of year progress targets are set for each student. Progress is monitored termly and informs next steps and teacher planning.</p> <p>SALT targets are assessed and reviewed regularly by our onsite Specialist Speech and Language Therapists.</p> <p>The Personalised Learning Plan also incorporates EHCP outcomes and annual review short term targets which are broken down into smarter targets and are reviewed termly.</p> <p>Termly pupil progress meetings provide the opportunity for professional dialogue around progress made. Possible adaptations are discussed to address progress should it be below expected or accelerated.</p> <p>The use of formative assessment, work samples and attendance data feed into these discussions</p> <p>Further information can be found in the Woodside Academy Assessment, Recording and Reporting Policy.</p>
<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>	<p>The school carefully plans for transitions between Key stages – Transition and familiarisation sessions are arranged towards the end of the academic year.</p> <p>Key Transition points are the end of each key stage: Reception, Year 2, Year 6, Year 9, Year 11 and Year 13.</p> <p>The learning of life skills and development of independence run through our curriculum.</p> <p>At the end of each academic year information-sharing sessions are held where the current class teacher meets with the succeeding class teacher to share key information about students' learning needs and strategies for working.</p> <p>When students transfer to Woodside Academy from other settings, a transition programme is available to them. Transition booklets are prepared and shared with new students before their start dates. Meetings with the feeder setting and parents are also arranged with the primary purpose of sharing key information with regard to identifying need, achievements to date and successful interventions/strategies to ensure that little time is lost through the transition process.</p>

	<p>When moving to a different setting – the school provides information through the Annual Review or Emergency Annual Review meetings. For all leavers, Woodside will liaise with the new placement and hand over hard and electronic copies of student information. This will include PLps and Wellbeing plans</p> <p>Transition days are planned and implemented.</p> <p>The Preparing for Adulthood Team provides advice and support to students from Year 9 and above and their parents/ carers about the services available.</p> <p>Schools can direct families of students to the Children with Disabilities Team (social work and care management service) who provide information about carer’s assessments and signpost families to other support services available to them. There is an eligibility criteria which is strictly applied by CWDT.</p> <p>The Bexley Youth Support Service offers careers meetings to all students in Year 11 and Year 13.</p> <p>The School supports eligible students to apply for the 16-19 Bursary. More information about this can be found in the 16-19 Bursary Policy on the school website.</p>
<p>The approach to teaching pupils with SEN</p>	<p>At Woodside Academy the needs of the learner are identified through the EHC Plan and the provision at Woodside is highly personalised.</p> <p>All school staff use a range of approaches to teaching and learning to ensure that students make the best progress they can.</p> <p>Our aim is to ensure the whole need of each student is met through addressing three fundamental areas: their special educational need; their personal development and their academic learning.</p> <p>Class sizes are small with a high staff to student ratio providing an essential high level of support. Small groups for learning are varied depending on individual student’s need and level of development.</p> <p>Woodside Academy uses the TEACCH approach within a total communication environment.</p> <p>Other approaches include:</p> <ul style="list-style-type: none"> ● Attention Autism ● SignAlong (similar to Makaton) ● PECS ● Intensive Interaction ● Zones of Regulation ● Pastoral Support Team ● Rebound (trampolining)

	<ul style="list-style-type: none"> ● Sensory Circuits
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>The learning environment is adapted to reflect the needs of the learner within the class. Our students have clear visuals /concrete support for their learning. There is access to specialised communication aids and equipment to facilitate learning and engagement. The learning is taught in manageable chunks and is scaffolded and reinforced.</p> <p><u>The Classroom environment:</u> An ASD friendly classroom should be engaging but not overstimulating. It must be visually understandable to students. At Woodside we address the following when setting out our learning areas:</p> <ul style="list-style-type: none"> ● Limited distractions and tailored according to the needs of each class cohort ● Space to learn comfortably ● Defined areas to support a variety of learning ● Break out spaces ● Structured teaching ● Communication supports ● Promoting Independence
<p>Additional support for learning that is available for pupils with SEN</p>	<p>Woodside Academy has an onsite SaLT team. The school commissions additional services of Occupational Therapists and Physiotherapists from the NHS on a part time basis.</p> <p>Alongside this, Woodside Academy has an onsite Pastoral Team to help students develop self-management and self-regulation skills so that they can better manage their behaviour and emotional wellbeing and needs in order to engage with the curriculum successfully.</p> <p>Woodside have trained mental health first aiders across the school. We also deal with crises via the CAMHS team.</p> <p>We regularly review the needs of the children as they progress through the school and available resources to increase access to the curriculum.</p>
<p>The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured</p>	<p>Through our staff development, teachers at Woodside Academy have regular CPD opportunities which may be generic, or bespoke.</p> <p>There is an ongoing programme of CPD linked to the School Development Plan.</p> <p>Woodside Academy commissions external support – e.g. SALT, Educational Psychologists, Social Care, SEMH advisor and CAMHS to liaise with staff to further improve their specialist knowledge.</p>
<p>How equipment and facilities to support children</p>	<p>Woodside Academy uses some of their budget to buy specialist equipment for communication and sensory needs and development.</p>

<p>and young people with SEN will be secured</p>	<p>Woodside also applies for additional funding from Bexley LA where necessary on a case by case basis according to individual need.</p> <p>Recent developments include facilities which are geared toward children working in the moderate learning difficulty range to provide outdoor learning space to meet the statutory requirements of the Early Years and Key Stage 1 curriculum. Funding for these were sourced from the LSEAT Recovery Fund.</p>
<p>How the effectiveness of the provision made for pupils with SEN is evaluated</p>	<p>Woodside Academy holds termly quality assurance meetings with the Deputy CEO and the Director of School Improvement prior to Governors and meetings with the Specialist provision board whereby the effectiveness of the provision is evaluated and leader's evaluation judgements are tested.</p> <p>In addition, we have termly visits by an External Advisor, provided by LSEAT.</p> <p>Further information is available in the SEN Policy which is on the school website.</p>
<p>Support for improving emotional and social development.</p>	<p>A member of the senior leadership team leads on pastoral care and has completed the Senior Leader Mental Health award.</p> <p>We have a team of youth Mental Health first aiders and have some adult Mental Health first aiders in training.</p> <p>All students have a Wellbeing Plan which focuses on social communication and emotional regulation.</p> <p>Woodside Academy employs a small pastoral support team who support students with their emotional and physical regulation. They provide ALERT or Zones of Regulation sessions across the school to teach and empower our students to recognise their own emotions and how to self-regulate.</p> <p>Woodside Academy also employs and utilises the expertise of a social worker who supports students and families</p> <p>The SENCO has termly meetings with CAMHS to consult around specific issues faced by students and families. These meetings result in advice around next steps, discussion of management of issues and discussions about possible referrals into CAMHS.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting</p>	<p>Woodside Academy liaise regularly with the following external professionals:</p> <ul style="list-style-type: none"> - SEN Case officer from Bexley - Social workers, CWDT - Preparing for adulthood team and transition social workers - CAMHS - Health services - Bexley and Greenwich SPA

<p>pupils' SEN and supporting their families</p>	<ul style="list-style-type: none"> - Teachers for the Deaf - Educational Psychologists - EIT team members - Family Well Being Officers - Education Welfare Officers - External work experience placements and colleges - Voluntary agencies
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>	<p>Please see our Complaints Policy and Procedure on the school website</p>
<p>Contact details of support services for parents of pupils with SEN</p>	<p>Local Offer – can be found on the school website, or here: Bexley Local Offer</p>
<p>Named contacts within the school for when young people or parents have concerns</p>	<p>If concerns arise, parents should contact staff members in the following order:</p> <ul style="list-style-type: none"> - The class teacher in the first instance - Phase Leaders - Assistant Head Teachers - Deputy Head Teachers - Headteacher - The SENCo is available to discuss matters regarding EHCPs and Annual Reviews - The DSL team can be contacted with any safeguarding issues – A list of DSLs is displayed around school and in the reception area.
<p>The arrangements for the admission of disabled pupils</p>	<p>Woodside Academy reviews consultations from the Local Authority</p> <p>Woodside Academy aims to include all students and no student will be denied a placement purely on the basis of their disability or disabilities. As a special school we have agreed admissions criteria and the student will need to meet those. All students must have an EHCP with a diagnosis of ASD coupled with Moderate Learning Difficulties.</p> <p>Where students with accompanying disabilities e.g. physical/ medical we prepare a Transition Plan. We also meet with parents/carers and health representatives to draw up a Healthcare Plan prior to admission. All prospective students will have familiarisation sessions to know the building prior to entry and a risk assessment drawn up by the appropriate health agency.</p> <p>For further information please see the school's Accessibility Plan and Supporting Pupils with Medical Needs in School Policy which can be found on the school website.</p>

<p>The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils</p>	<p>At Woodside Academy, all of our students are treated equally and fairly. We encourage our students to be kind to one another at all times.</p> <p>Equality and respect are aspects which are taught across the curriculum to enable our students to treat one another with the respect, dignity and kindness they deserve.</p> <p>The school is committed to providing quality PSHRE teaching throughout the school.</p> <p>All staff have contextual safeguarding training and know how to respond to and report on concerns.</p>
<p>The facilities you provide to help disabled pupils access your school</p>	<p>The newest Woodside building was a joint project with the National Autistic Society who were heavily involved in the planning of classrooms, lighting, sound and grounds.</p> <p>Outdoor spaces including the playground are monitored and reviewed for accessibility and opportunities for inclusion. Adults outside at break times are available to ensure that individual students feel emotionally safe and able to access the playground or designated areas more suited to their needs.</p> <p>Woodside Academy has onsite stair lifts to access the primary department and a lift in the Key Stage 4 and Post 16 block to enable access to all areas.</p> <p>We also have a stair lift to enable access to our primary department. The rest of the school is on one level access. Doors are fobbed at an appropriate height for wheelchair users.</p>
<p>How to find your school's accessibility plan</p>	<p>The Accessibility Plan can be found on the school website</p>