

# WOODFIELD SCHOOL

## SEND INFORMATION REPORT 2025

<b>People with overall responsibility for SEND</b>	Tracy Jenkins, Nicola Trolley and the Principal, Deborah Wilson
<b>Contact Details:</b>	<a href="mailto:tracy@henrydavidlearning.co.uk">tracy@henrydavidlearning.co.uk</a> <a href="mailto:nicola@henrydavidlearning.co.uk">nicola@henrydavidlearning.co.uk</a> <a href="mailto:principal@henrydavidlearning.co.uk">principal@henrydavidlearning.co.uk</a>  TEL: 01455 209333
<b>Web address of SEND Policy:</b>	<a href="http://www.henrydavidlearning.co.uk">www.henrydavidlearning.co.uk</a>
<b>Types of SEND:</b>	<p><b>Cognition and Learning</b> – this is when a pupil learns at a slower pace than their peers. It may be that they have a low reading or comprehension age, dyslexia, dyscalculia or dyspraxia</p> <p><b>Communication and Interaction</b> – this is when a pupil has difficulty communicating with others. This may be what they are saying or understanding what is being said to them and social interaction with others</p> <p><b>Social and Emotional Mental Health Difficulties</b> – this is when a pupil displays challenging, disruptive or disturbing behaviour. This disruptive behaviour is managed so it does not affect learning</p> <p><b>Sensory and/or Physical</b> – this is when a pupil has a disability that hinders them from using the educational facilities provided.</p>
<b>Our approach:</b>	<p>Woodfield School provides a nurturing environment for young people who may have found mainstream school a challenge. We support our pupils through specialist teaching and interventions, through a tailored, person-centred curriculum. All pupils at Woodfield School have an EHCP.</p> <p>Class teachers are responsible for the planning, progress and development of pupils in their class, including the support given by teaching assistants and/or external agencies and this is overseen by the school leadership team. We ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development and training.</p> <p>Parents are invited to express their views and are encouraged to keep in contact with school staff regarding a pupil's development. Communication can be in the form of telephone and email conversations, face to face meetings, home/schoolbooks and parent/carer voice</p>

<p><b>Teaching and Learning:</b></p>	<p>Our first response to supporting pupils with Special Educational Needs and Disabilities (SEND) is to provide high quality teaching and a rich, broad and balanced curriculum which targets a pupil's area of development through a personalised plan and bespoke interventions. Class teachers follow the school's teaching and learning principles: assessment for learning, behaviour for learning, personalised learning for all, a safe environment for everyone, variety in task and style, engagement and enjoyment.</p> <p>The SENDCo meets with all staff to discuss the EHCP for all pupils and devise a plan of support and assessment. We have a rigorous assessment and monitoring process to ensure barriers to learning are removed and effective provision can be put in place to keep track of pupil's progress throughout their time with us.</p> <p>As a school we use Autism Outreach services for advice and guidance, and we have a developing link with a Speech and Language therapist. A psychotherapist delivers therapeutic and check-in sessions with pupils one day a week.</p> <p>Zones of regulation is incorporated into our day-to-day routine, so that all staff can model how to manage emotions, and a pictorial exchange system (PECs) is in place to aide communication for all pupils. Regulation breaks are incorporated into the school day and may be on an individual or class basis.</p>
<p><b>Reviews:</b></p>	<p>As all pupils at Woodfield School have an EHCP, parents/carers are invited into school to attend their child's annual review. Here we review the provisions in place for the pupil based on the outcomes and recommendations from the plan. Both parents/carers and their child are encouraged to contribute to the details held within the plan.</p> <p>Short term targets on pupil's IEPs, that are derived from EHCP outcomes, are reviewed by teaching staff half termly on an evidence-based data collection form, this information is monitored by the SENDCo and used in conjunction with the annual review to identify met, partially met and not met targets/outcomes.</p>
<p><b>Parents/carers:</b></p>	<p>Each term, three times a year, parents/carers receive a report on their child's progress. Parents/carers are invited into school to discuss their child's targets and review the progress they are making towards them.</p> <p>There is an annual parent/carer survey, as well as opportunities to leave comments in our visitors' book. Class teachers keep in weekly contact with families so that parents/carers can be actively involved in the child's educational journey.</p>
<p><b>Pupil Views:</b></p>	<p>Pupils are invited to take part in their annual reviews and share their views, wishes and feelings prior to the meeting taking place.</p> <p>A one-page profile is drawn up about each pupil which consists of a page full of positive information about a young person which enables staff to get to know them, to learn the things that are important to them and the best ways to offer support. The profile is shared with all staff, pupil and parents/carers and updated regularly.</p>

	Pupils engage in pupil council and support with the recruitment of new staff, they also have an opportunity to share their voice in our annual pupil voice survey.
<b>Inclusion outside lessons:</b>	Breakfast is provided every day for pupils who want or need it first thing in a morning. Breaks and lunches are also provided and there is an outdoor space to allow pupils to run around and get some fresh air. All pupils can take part in trips and events, and we try to tailor them to match interest and set ambitious challenges. We pride ourselves on being a fully inclusive school. In addition to the taught curriculum, many subject areas run educational visits to enrich our pupils' experiences.
<b>Staff training and development:</b>	High quality teaching, adapted to pupil needs, is the first way we respond to meeting pupil needs. To support this, teaching at Woodfield School is regularly reviewed. We have a thorough teacher and support staff training programme to ensure understanding of strategies to support and identify vulnerable pupils and their knowledge of SEND and whole school issues is up to date. The SENDCo will ensure all necessary staff are aware of specific special educational needs and staff professional learning is carefully planned and targeted throughout the year. We work as a team to share best practice and out-source any specialised training. All staff have completed training, for example in Autism Awareness, Trauma and attachment, Speech and Language Therapy.
<b>Support Services:</b>	<p>If pupils continue to make less than expected progress, despite support and interventions that are matched to their area of need, we consider involving specialists or external agencies. Whenever we believe specialists should be involved, we seek parent/carers' permission first. Following an annual review or assessment with a specialist we share what is discussed and/or agreed with the pupil's parents/carers and teachers.</p> <p>Pupils with SEND have their outcomes met by following a strategic plan of action. This can involve bespoke timetables, specialist equipment, access arrangements, interventions, key workers, tutors, therapy, educational psychologists and other professionals.</p> <p><b>Educational Psychology Service</b> for pupils and families to develop an understanding of even the most complex situations addressing a wide range of child and adolescent developmental issues.</p> <p><b>Autism Outreach Service</b> support pupils on the Autistic Spectrum and its associated difficulties including the reduction of stress and anxiety.</p> <p><b>Child and Adolescent Mental Health Service (CAMHS)</b> aim to support, help and intervene with pupils who are experiencing emotional and mental health problems.</p> <p><b>SENA the Special Educational Needs Assessment</b> Service is responsible for the administration of the procedures related to the assessment and issuing of the Education and Health Care Plan and can support parents/carers with queries.</p> <p><b>Early Help</b> for when families and pupils need extra support to stop issues escalating.</p>

	<p><b>SENDIASS</b> is an independent service that offers free, confidential and impartial information, advice and support to parents/carers of pupils aged between 0-25 with special educational needs.</p> <p><b>Children's Services</b> address pupils' wellbeing and safety and additionally offer support for Looked After Children</p> <p><b>Speech and Language Therapy Services</b> provide support to pupils, parents and school staff with issues related to communication difficulties.</p> <p>Woodfield School also has a <b>Designated Looked After Child co-ordinator</b>.</p>
<b>Transition:</b>	<p>Careers is embedded into our curriculum delivery and follows our ambition to prepare pupils to lead as independent a life as possible. We support pupils to move between the phases of education and to prepare for adulthood from Year 9 onwards. We offer impartial careers information, advice and guidance from Year 9 onwards annually with the support of a level 7 practitioner. Extended work experience placements are offered in Year 10 and 11 along with visits to colleges and open days. We use alternative provisions to engage pupils' interests and increase their engagement in education, and sometimes to support their mental health. We communicate effectively with previous and a pupil's new school to ensure there is a smooth transfer to and from Woodfield.</p>
<b>Emotional and Social Development:</b>	<p>Pupils with SEND will always have a safe and inclusive area to go to at Woodfield School if they have worries or concerns. Pupils regularly attend interventions and social sessions with key staff and will know the SENDCo's well. Along with their key worker, they will always have someone to talk to and this will help ensure their views are heard and incorporated into their learning plan. Some pupils have a pastoral profile that is used to plan and implement small group and 1:1 intervention to support them with emotional resilience and social skills as advised by their EHCP reports. The SENDCo is in regular contact with medical teams, such as CAMHS, GPs and Paediatricians. We have a trained emotional literacy support assistant (ELSA), and staff who are either trained or training as senior mental health leads. We have a Psychotherapist who attends Woodfield once a week, and pupils receive blocks of half termly sessions depending on need and therapy required.</p>
<b>Bullying:</b>	<p>Pupils are encouraged to talk to a trusted adult if they feel they have any bullying issues. All incidents are recorded on our online communication platform and dealt with promptly. The PSHE curriculum, tutor time and our whole school ethos promotes positive values of ambition, support and kindness which builds respect and acceptance for all.</p>
<b>Complaints:</b>	<p>At Woodfield School we will always work closely with parents/carers to try and resolve any worries or complaints they may have. The first advice is to contact the class teacher who will endeavour to deal with any issues. This could be through face-to-face meetings or telephone calls. If parents are not entirely happy, they should contact</p>

	<p>a member of the Senior Leadership Team who will work with them to resolve the issue and who will liaise with the principal.</p> <p>Our Complaints Policy can be found on the website.</p>
<p><b>Evaluation:</b></p>	<p>Scheduled reviews focus on the pupil and their progress towards achieving the outcomes specified in their EHCP. All pupil class books have their IEP outcomes attached so all parties can familiarise themselves with the success criteria needed to achieve the outcomes.</p> <p>At the annual review, we gather data and assess information provided by class teachers in partnership with parents/carers and the pupil. We identify what changes need to be made to the support provided to help achieve outcomes, or whether changes are needed to the outcomes themselves.</p> <p>The overall effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents/carers and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine progress compared to that achieved nationally for pupils with the same starting point. This data will be shared termly with the Proprietary body. In line with the whole school moderation process, termly lesson visits and book looks will quality assure pupils 'in class experience.</p>