



Woolgrove School is dedicated to providing a broad and balanced education, ensuring all our pupils achieve the best outcomes and are happy and fulfilled.

What types of SEN do we provide for?	Woolgrove School is a special provision for children aged 4 to 11 years, identifying Learning Difficulties as a primary need. We provide support for our pupils who have other SEND requirements including autism and speech and language communication difficulties. Some of our pupils may also have a hearing or visual impairment or a social emotional mental health need.
What is our approach to teaching pupils with SEN?	The pupils are taught in small classes (approximately ten children) with a high staff:child ratio and the teacher acts as the SENCo for their class. Classes follow the Early Years Foundation Stage up to and including Year 3. Years 4 to 6 follow aspects of the KS1 Primary National Curriculum, as appropriate to the ability and developmental stage of the pupils. Teaching is differentiated and delivered to meet the needs of all pupils with support from additional staff, where appropriate.
How do we adapt the curriculum and learning environment?	A broad curriculum is followed according to the ability of the young person, keyed into their areas of strengths and interests. Our aim is to personalise the learning to meet the individual needs of our pupils whilst ensuring that the lessons are fun and engaging. Some children may require additional support through 1:1 staffing to help reduce barriers to learning. Augmented and alternative communication devices are used to support pupils where appropriate. Some learning is facilitated through play or sensory activities e.g. sensory circuits. The varied PE curriculum focuses on the provision needed for our pupils to ensure maximum impact of progress. The children participate in horse riding, Rebound/trampolining and swimming lessons throughout the year.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	Woolgrove School uses the wider community to ensure that they participate in activities with mainstream students or other pupils with different SEN needs. This is achieved through creative activities, music programmes and events, volunteers in school and joint sporting events with neighbouring schools.
How do we consult parents of pupils with SEN and involve them in their child's education?	Pupils are consulted with regard to their education. They complete a 'All About Me' questionnaire to show how they would like to be provided for and how they would like their needs met in school. This is an imperative part of the school's target setting and progress monitoring package and is also used for EHCP annual reviews. All pupils with

	<p>disabilities at any level will complete this and are involved through regular meetings to update their educational needs, likes and dislikes.</p> <p>Each child has a home/school communication book and we use the “Marvellous Me” app to share the children’s positive achievements with the parents. We also hold regular curriculum information sessions and parent/carers are invited into school for class assemblies, productions and tea parties. Information is also displayed on the school’s website.</p>
<p>How do we assess and review pupils’ progress towards their outcomes?</p>	<p>The school assesses and reviews pupils’ progress using the B Squared assessment package. The pupil’s ‘All About Me’ is the starting point of this assessment together with the start of year baseline in September. Pupils can see a copy of their targets, displayed in class including both academic and social targets which are set with the pupil, parent/carers and teacher. These are reviewed on an ongoing basis and formulate the ‘next steps’ in the pupil’s individual learning plan. These are reviewed with other professionals at the EHCP review meetings and Parents/Carers’ Consultation evenings during the year.</p> <p>Pupil progress meetings are held each term to monitor and track the progress of pupils. Each child has a P.E.P. (Pupil Education Plan) linked to the aims and outcomes of their EHCP which is reviewed termly. Some pupils may require additional sensory or behaviour support plans which are monitored and reviewed regularly.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Woolgrove provides a carefully considered transition programme where teachers and TAs take time to get to know new pupils. The school has an annual transition day in the summer term for all pupils who will spend time in their new classes with their new staff team, in preparation for the coming year. This is communicated through photo books to both parents and pupils so that they can be prepared for ‘change.’ More vulnerable pupils will spend extra time getting to know their new teacher, TAs and peers through bespoke sessions as required.</p> <p>We have a well established Outreach service which offers advice and support to local mainstream schools. Some of our pupils and their parents/carers may be supported with transition either into our school or on to another school by the Outreach staff.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>The PSHCE curriculum starts to prepare our pupils for lifelong learning to live as independently as possible, where appropriate. Secondary school provision is planned and discussed in Year 5 and transition programmes are in place to meet the needs of our pupils. The school wants to</p>

	support parents and carers as much as possible during this time.
How do we support pupils with SEN to improve their emotional and social development?	All pupils have access to differing therapies as the need arises. The school has a Counsellor/Play therapist, Drama, Music, Speech and Language and Rebound therapists onsite as well as a therapy dog. PSHCE lessons are a part of the school's curriculum which highlights current affairs and other up to the minute situations which our pupils need to be aware of or be able to deal with. We offer a social intervention group that targets social and emotional aspects of learning. Protective Behaviours, Circle of Friends and playtime activities can also be used to assist the children at more unstructured times.
What expertise and training do our staff have to support pupils with SEN?	Staff receive a range of training to ensure that the needs of all pupils are met. Teachers are continually developing their practice through INSET and weekly teacher meetings focusing on all areas of learning for our pupils. TAs and other staff receive training on a continuing rolling programme for learning and personal care. All staff are trained in Safeguarding, Prevent, Herts STEPS and emergency medicine. There are both Paediatric First Aiders and First Aiders in school. A number of staff are trainers for a variety of courses including ELKLAN, PECS, Signalong, STEPS (Behaviour De-escalation) and numerous other courses to broaden the knowledge base in school. We also have an Autism Lead Specialist to oversee the provision for our pupils with ASC. The school proudly retain the Autism Accreditation (2016). This is an internationally-recognised process of support and development for all those providing services to autistic people. This evidences the school's commitment to understanding autism and that our service is setting the standard for autism practice, awarded by the National Autistic Society. The school also hold the CPD Mark (Continuing Professional Development.) This is an independent Assessment scheme designed exclusively for the education sector in the UK to ensure that schools and colleges have effective systems in place to identify and fulfil the development needs of all staff. The Mark shows that Woolgrove school has met and exceeded national expectations for CPD. The school has specialist Teachers delivering SpLD (Specific Learning Difficulties) PE, Music and French.
How will we secure specialist expertise?	Woolgrove School works alongside a host of specialists, some operating in school and others on an advisory basis. This includes the NHS speech and language therapists, the school nurse, occupational therapists, the advisory service for Communication and Autism, Educational Psychologists, Hearing Impairment and the Visual Impairment team.
How do we involve other organisations	The school often works with other organisations and is happy to signpost our families to other organisations,

in meeting the needs of pupils with SEN and supporting their families?	charities and voluntary establishments who may be able to give them assistance e.g. through the local DSPL1 (Delivering Specialist Provision Locally). Woolgrove employs a full time Parent Support Worker (PSW) who will support and answer questions you may have. Parent workshops, Coffee Mornings and Ten Week SEN Parenting courses are held at the school each Spring.
How do we evaluate the effectiveness of our SEN provision?	Using the Early Years Outcomes and BSquared assessment package we carefully monitor the progress of all our pupils and can analyse gaps in learning and areas of focus. This ensures our provision for all pupils is effective. Areas of weakness are addressed through teacher training programmes. The curriculum and all school practices are evaluated regularly and monitored by the Senior Leadership Team and School Governors.
How do we handle complaints from parents of children with SEN about provision made at the school?	The school has a Complaints Policy that is accessible on the website. Parents are made aware of this policy when their child enters the school and are directed to the policy to ensure that all aspects of it are followed. In the first instance the parent or carer will contact their child's teacher with details of the complaint.
Who can the pupils and parents contact if they have concerns?	The first point of contact for our young people and their families is the Teacher or PSW. They also have direct access to the admin team who will pass on any information to the relevant member of staff. Some young people may prefer to speak to their counsellor or therapist, or a member of staff who they feel comfortable with.
What support services are available to parents?	Parents and carers are an integral part of the school and are consulted in all aspects of their child's education. The school works closely with our parents and will look to support them in appropriate ways. This is often through regular meetings and may involve a multidisciplinary team around the child and family.
Where can the LA's local offer be found? How have we contributed to it?	<p>As a specialist provision in the County we form part of the Hertfordshire Local Offer. The school works very closely with the Local Authorities of those pupils who attend from out of county. This report forms part of the Local offer from Hertfordshire County Council and can be accessed via the link below.</p> <p>www.hertfordshire.gov.uk/localoffer</p> <p>We also have direct links with social care which can also be accessed via the Local Offer link.</p>

We are here to help. If you have any queries please do not hesitate to contact us.