



Woolgrove School SEN Information Report

Woolgrove School, Special Needs Academy 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 the main presenting 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 type of syndrome.
What is our approach to teaching pupils with SEN?	We have a maximum capacity for 125 pupils and they are taught in 12 small classes, either single age or mixed age, depending on the number of children we have in each year group. Class sizes range from 8 to 12 depending on the size of classroom and age/type of needs, with a high staff to 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. We place great emphasis on life skills and developing independence. 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 at times 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 a series of horse riding lessons in KS2 and swimming is taught throughout the school all year round. Rebound, trampolining and sensory circuits are available for those children who require them. Music and the arts are a key part of our curriculum, together with outside learning.
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.

<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Pupils are consulted with regard to their education. They complete an '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 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 events and productions. Information is also displayed on the school's website and newsletters and information are sent out regularly to parents/carers via Parent Mail.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Since September 2018 the school has introduced Classroom Monitor (a commercial assessment package) to assess children's progress and attainment in English and Maths. We also assess children's progress in life skills and are developing assessment statements in others subjects and areas.</p> <p>The pupil's 'All About Me' is the starting point of this assessment together with the start of year baseline. 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(s). 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 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 an Individual Provision Map (IPM) linked to the aims and outcomes of their EHCP which is reviewed termly. Some pupils may require additional sensory or behaviour support plans (SSP/BSP) 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. Our new Reception children receive a home visit from Woolgrove staff and new children and their parents are offered a transition visit before they start with us. We liaise with feeder mainstream settings to get as much information as possible to support a smooth transition into our school.</p> <p>The school has an annual transition day in July for all pupils who will spend time in their new classes and meet their new staff team, in preparation for the coming year. This is communicated through photo transition 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. We also have an extensive transition programme with The</p>

	<p>Valley School, the LD special secondary school that most of our Year 6s move on to, as well as with other secondary provisions as appropriate.</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 PSHE 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 support parents and carers as much as possible during this time. The life skills element of our curriculum focuses on aspects such as independence, toileting, self help skills, communication and understanding aspects of the wider community.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>All pupils have access to differing therapies as the need arises. The school has Music and Speech and Language onsite. We also offer PSHE lessons are a part of the school's curriculum which highlights current affairs. We offer a social intervention group that targets social and emotional aspects of learning. Protective Behaviours, Lego Therapy, Relax Kids, My Time and My World of Friends are other interventions used as appropriate and playtime activities can also be used to assist the children at more unstructured times.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>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. All staff are trained in Safeguarding, Prevent, SCERTS, Herts STEPS and administration of emergency medications. 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) 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 has specialist Teachers delivering SpLD (Specific Learning Difficulties), PE and Music. The school is also a Mindful Employer, aiming to support staff who experience stress, anxiety, depression or other mental health conditions. Please see the following link for more information.</p> <p>https://www.youtube.com/watch?v=KmdmQUBsPN0&feature=youtu.be</p>

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 in meeting the needs of pupils with SEN and supporting their families?	The school often works with other organisations and is happy to signpost our families to other organisations, 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 Family Support Worker (FSW) who will support and answer questions you may have. Parent workshops, Coffee Mornings and SEN Parenting courses are held at the school throughout the year.
How do we evaluate the effectiveness of our SEN provision?	Using the Early Years Outcomes and the Classroom Monitor 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 development are addressed through staff training programmes. The curriculum and all school practices are evaluated regularly and monitored by the Senior Leadership Team and School Governors. As a forward thinking school we are continually evaluating our provision and adapting it as necessary.
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.
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 FSW. 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 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/carers and will look to support them in appropriate ways. This is often through regular meetings and may involve a multidisciplinary team approach around the child and family.

<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<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 are 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>
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We are here to help. If you have any queries please do not hesitate to contact us.