



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. Our school motto is “Live, Laugh and Learn.”

What types of SEN do we provide for?	Woolgrove School is a specialist provision for children aged 4 to 11 years, identifying Learning Difficulties as the main presenting primary need - please see the Hertfordshire Admissions and Exit Guidance to Specialist Provision which is on our website: https://woolgrove.herts.sch.uk/wp-content/uploads/2023/06/Admissions-Guidance-Final-23-05-22.pdf We provide support for our pupils who have other SEND needs 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 mixed age classes, depending on the type of the learner they are (pre-formal, semi-formal 1/2 or formal). Class sizes range from 9 to 12 with a high staff to child ratio and the teacher acts as the SENCo for their class. Every class has a teacher and at least 2 teaching assistants with some of our EYFS and our pre-formal/semi-formal 1 classes having 3 teaching assistants. Our younger classes follow the Early Years Foundation Stage (EYFS) and the other classes have a personalised curriculum according to the learning style of the children in their class. Formal classes will be taught some aspects of the KS1 Primary National Curriculum, as appropriate to the ability and developmental stage of the pupils. We place great emphasis on communication, 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?	There are five different curriculum pathways the children can follow according to their age, ability, learning style and individual needs. Each pathway follows a modified and personalised holistic curriculum. 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 and learn’ or sensory activities e.g. sensory circuits.

	The varied PE and physical development curriculum focuses on the provision needed for our pupils to ensure maximum impact of progress. Swimming is taught throughout the school all year round using the local swimming pool. 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. For more detailed information about this please read our Curriculum Policy (November 2024) which is available on our school website at: Curriculum-Policy-November-24.pdf The school has a wildlife area of several acres, spacious grounds and all the children have access to soft play rooms and well-equipped sensory rooms. There is also a sensory circuit room. Cookery, which is part of our life skills curriculum, is taught in the classrooms.
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 at Woolgrove are consulted with regard to their education. They complete a 'Woolgrove Pupil Passport' 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 will complete this and are involved through regular meetings to update their educational needs, likes and dislikes. Parent/carers are also asked to provide information about their child's interests and skills which is used to inform curriculum and transition planning. Each child has a home/school communication book and we use the "Juniper" 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 displayed on the school's website and newsletters and information are sent out regularly to parents/carers via Parent Mail. We have two parent consultation meetings, one in the autumn and one in the spring term, together with the annual review of the EHCP. All parents/carers receive an end of year report in the summer term.

How do we assess and review pupils' progress towards their outcomes?	At Woolgrove School we have an assessment system which is used across the school based upon the Birth to Five, Development Matters Ages and Stages and Early Years Outcomes and KS1 and 2 expected outcomes. Phonics Assessments are based on the Twinkl Synthetic Phonics Programme. We also assess children's progress in life skills and have developed assessment statements in others subjects and areas. Children's progress in lessons is tracked using progress tracking sheets (PTS) which inform the planning for subsequent lessons and learning. For more detailed information about this please read our Assessment, Recording and Reporting Policy (November 2024) which is available on our school website at: Assessment-Rec-and-Reporting-Policy-November-2024.pdf The pupils' 'All About Me' is the starting point of this assessment together with the start of year baseline and observations of the children. 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 provision map (IPM). These are reviewed with other professionals at the EHCP review meetings and consultation evenings during the year. 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 Wellbeing Plans which are monitored and reviewed regularly.
How do we support pupils moving between different phases of education?	Woolgrove provides a carefully considered transition programme where teachers and TAs take time to get to know new pupils. Each new parent/carer is contacted by phone by a member of staff and then asked to complete a detailed transition questionnaire giving us as much information as possible about their child. We liaise with feeder mainstream settings to get as much information as possible to support a smooth transition into our school. There is a virtual tour and class pages/videos on our school website as well as personalised transition books. All new pupils and their families are offered a tour of the school and a visit into their classroom to meet the staff. The school has an annual transition day in July, along with the rest of Hertfordshire schools, for all pupils who spend time in their new classes and meet their new staff team, in preparation for the coming year. At the beginning of the new academic year all pupils have a phased transition with half attending on day one and the rest on day two. Day three all pupils then start and this approach enables a soft start approach to returning to school.

	All new pupils are provided with photo transition books so that they can be prepared for 'change.' There is also a school handbook for parents. 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 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. We have a carefully implemented transition programme with these schools to ensure that information is shared and pupils have the opportunity to visit as well as receiving school staff visiting Woolgrove to meet pupils and talk to staff, attending EHCP reviews etc. We have a well-established LA funded 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.
How do we support pupils preparing for adulthood?	We have high expectations for all of our pupils. Our curriculum follows a destination-led approach, considering what skills, opportunities and approaches they will need for when they move to secondary school and then onto adulthood. We aim to broaden horizons and raise aspirations for all pupils. Topics on occupations and jobs are incorporated into the curriculum. Former pupils are invited to return to the school and share their post-Woolgrove experiences. Links with the local community and businesses are developed to provide experiences to the children about work places. The PSED 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 put 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, as well as RSE (relationships and sex education).
How do we support pupils with SEN to improve their emotional and social development?	Pupil well-being is a key priority at Woolgrove. All pupils have access to differing therapies as the need arises. The school has NHS Speech and Language therapists onsite. PSED lessons are a part of the school's curriculum and 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. Woolgrove has access to a Mental Health Support Team worker to work with pupils and parents.

	We employ two full-time Pastoral Support Workers (PSWs) who are non-class based and works across the school to support children with their emotional and social development. The PSWs work in conjunction with the class teams, Family Support Worker (FSW), Inclusion Coordinator (INCo) and Richard Pritchard, one of our deputy heads and mental health lead, to support pupils and families.
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. Pupils leave school on 2pm every Friday to enable all staff to participate in an hour of weekly training on a range of topics. 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 and STEPS (Behaviour De-escalation) to broaden the knowledge base in school. Other aspects that staff have been trained in include Attention Autism, Tacpac, Intensive Interaction, Sherborne and augmentative communication. We also have joint Autism Lead Specialists to oversee the provision for our pupils with autism. We have staff trained to deliver Rebound therapy and to teach all our pupils swimming.
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 but is not limited to: the NHS speech and language therapists, the school nurse, occupational therapists, physiotherapists, Hertfordshire's Speech, Language, Communication and Autism Team (SLCA), Educational Psychologists, North Herts Primary Support Service Outreach for behaviour, 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 DSPL (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 Woolgrove School assessments on TrackAble 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 children and their families is usually the class teacher or Anne Linnell, FSW. Parents/carers also have direct access to the admin team who will pass on any information to the relevant member of staff. Some children may prefer to speak to a member of staff with whom they feel comfortable. If your query is related to your child's EHCP then you can contact Kate Chiddy, our Inclusion Coordinator. Richard Pritchard is Woolgrove's Designated Safeguarding Lead (DSL) but any member of the senior leadership team can be contacted if your query is of an urgent nature.
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.
Where can the LA's local offer be found? How have we contributed to it?	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. www.hertfordshire.gov.uk/localoffer We also have direct links with social care which can also be accessed via the Local Offer link.

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