

Woodlawn School SEN Report

September 2020

Woodlawn School is a fully inclusive school catering for pupils from 2 ½ to 18 with physical, medical, sensory needs and / or moderate learning difficulties. We ensure that **all** young people achieve their potential personally, socially, emotionally, physically and educationally.

We believe in 'Celebrating Opportunity, Sharing Success'.

Our SEN report lets you understand how we support children and young people in relation to the SEND Code of Practice 2014.

We consult with young people and their families on the content of the SEN report by:

- Providing opportunities to discuss the content of the SEN report with parents.
- Offering all parents the opportunity to see a draft of the SEN report and comment.
- Ensuring the SEN report is available on the school website.
- Signposting to the SEN report via our social media platforms.

Admission Arrangements

- Phone to make an appointment to visit school
- Phone North Tyneside Local Authority to discuss a placement for your child and if your child is already in an educational setting also speak with your current school.
- A panel within North Tyneside Local Authority makes the final decision on which children will attend Woodlawn School. At school we read all paperwork sent to us regarding a child with SEN and will respond to North Tyneside Local Authority to advise if we can meet the SEN need.
- If Woodlawn School can meet your child's needs but all places are filled you will be advised when a place would be available from or that your child is on the waiting list

Supporting Young people and Their Families

We will let families know about any concerns and celebrate progress and achievement about a young people's learning by:

- Communication in the home/school book
- Individual phone call from class teacher
- School texting service
- Social Media
- Progression meetings
- Discussion at EHA and Education/Health and Care plan meetings
- Termly review of individual education plan.
- Parent's evenings
- Informal coffee mornings / afternoons
- Specific multi-disciplinary meetings

- Whole school house points and celebrations
- Annual awards evening

When a pupil is identified as having special educational needs, we support their assessment by;

- Working with multi-disciplinary colleagues and parents to ensure a detailed assessment of the pupils needs is undertaken to lead to an Education Health Care Plan if required.

The other people / agencies and teams providing services to young people in school include:

- Public Health nurses (Elaine Davies)
- Speech and Language Therapy Team (Chloe Dent)
- Physiotherapy service (Sarah Miller)
- Occupational Therapy team (Katy Cleathero)
- Connexions Service (Jill Anderson)
- Educational Psychology Service (Claire MCCarron)
- Visual Impairment Team
- Hearing Impairment Team
- Other professionals e.g. CAMHS, LCT.

Discussion with colleagues can be arranged through the school phone number 0191 643 2590.

Transition

We will work in partnership with other education providers to ensure that young persons make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to young people when they are leaving the school:

- Access to staff to support transition.
- Meetings and / or discussions with receiving school.
- Access to independent advice from the Connexions service.
- Access to support from the EHC case coordinator.
- Opportunities to visit new placement with support.

Support staff are placed where they are needed throughout the school to ensure young people progress, develop independence and provide value for money.

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. We have a full induction programme, weekly rolling CPD programme, specific whole school training days and training for specific members of staff to support specific needs within school.

All teaching assistants have achieved level 3 qualifications and we also have Higher Level Teaching Assistants (HLTA's).

Our Special Educational Needs Coordinator, Claire Harrison-Hoggarth provides advice and guidance to staff. Claire Harrison-Hoggarth has achieved the Postgraduate National Award for Special Education Needs Coordination (NASC) and Postgraduate SEN and Inclusion Award.

Supporting Families

The school works in partnership with families to help them support their young people's learning outside of school.

Currently these include;

- Communication through Home/School diary, email, telephone, text messages, Twitter and Facebook.
- A variety of Multi-disciplinary meetings.
- School newsletters which provide information and opportunities.
- Half termly Curriculum Newsletters which include home learning opportunities.
- Parents evenings
- Informal coffee mornings.
- Parents Group.
- Specific parental training sessions.
- Opportunities for home learning.
- Signposting to other services.

Further Information

Safeguarding, behaviour and anti-bullying policies are available from the school office or website and are regularly reviewed with a focus on how they affect all young people.

Other useful documents such as our Special Educational Needs and Inclusion Policy and Accessibility Plan are also available.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of all young people.

If you would like further information about what we offer here at Woodlawn School then please contact our SENCO; Claire Harrison-Hoggarth on 0191 6432590

| School entitlement offer to young people. | |
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| | Support Available Within School for young people |
| Available to all young people whatever their SEN / Disability. | <ul style="list-style-type: none">• A graduated response and termly cycles of 'Assess, Plan, Do, Review'. Assessment via EYFSP, PIVATs and course |

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| | <p>specific programmes.</p> <ul style="list-style-type: none"> • Multi-disciplinary assessment for consideration for an EHCP where required for those pupils on assessment places. • 1:1 and small group work to improve skills across the EYFS and National Curriculum. • Visual timetables, individual symbolic timetables, symbolic communication e.g. communicate in print, PECS. • ICT and AAC is used to support and enhance teaching and learning and communication where appropriate. • Strategies / programmes to support speech and language development, developed by Speech and Language Therapy and embedded into classroom practice. • Weekly social communication lessons. • Regular working with young persons, parents, carers and multi-disciplinary staff to develop and review plans based on the need of the young person. • Highly differentiated curriculum and bespoke resources. • Risk assessments to increase the safety and inclusion of all young persons in all activities. • Regular opportunities for outdoor learning including the plans for Forrest Schools lessons in 2019-2020. • Support with personal / intimate care if and when needed. • Regular community learning opportunities. • Provision to support access to the curriculum and to develop independent learning. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Behaviour management systems encourage young persons to make positive decisions about behavioural choices and consistent plans are agreed and followed. • Small group programmes are used to improve social skills |
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| | <p>and develop self-esteem and wellbeing.</p> <ul style="list-style-type: none"> • Sensory strategies to support learning and regulate behaviours. • Assessment and support for alternative augmented communication. • Support / supervision at unstructured times of the day. • Where appropriate we will use support and advice from other partners to meet the needs of young persons. • Opportunities for work on physical development including swimming and rebound therapy. • Access to a range of extracurricular activities and opportunities to take part in competitive sport at all levels. • Opportunities to demonstrate skills and perform for members of our community such as our 'Sing and Sign' group. • Specific learning about enterprise and the world of work through jobs days, curriculum opportunities and work experience. • 1:1 and small group working with our Full time Lead Learning Mentor on social, emotional and mental health needs. • Small group and 1:1 targeted intervention programmes in literacy, numeracy and PSHE including the introduction of the Thrive programme in 2019-2020. • Pupil voice is high on our agenda and support is dedicated to ensuring pupils are able to share their views at all times including either verbally at the meeting or in writing for person centred reviews, providing their own reports for annual reviews, annual pupil questionnaires and weekly school council meetings. • A programme of support in preparing for the future from Connexions. |
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| | <ul style="list-style-type: none"> • Opportunity for further advocacy via school council and inter-school council. • Opportunities for inclusion into a variety of nursery, first, middle, primary, secondary and high mainstream settings. • Regular multi-disciplinary working to identify and ascertain specific equipment and resources suitable to meet the needs of individuals and remove barriers to learning e.g. termly goal setting meetings this includes pupils in receipt of pupil premium. Funding is may be available from charities such as The Sunshine Fund but the majority of equipment e.g. pupils wheelchairs is purchased within the school budget and requires updating as pupils needs change and they get older. |
| Physical, Medical and Sensory Needs | <ul style="list-style-type: none"> • Opportunities for sensory integration where appropriate including, music and movement, rebound therapy and aquatic therapy. • Staff trained in Team Teach approaches to deescalate and manage challenging behaviour. • Advice and support on dietary needs. • Advice and support on toilet training • Links with psychiatric and other consultants including where possible appointments in school. • Support and advice is sought from outside agencies to support young persons, where appropriate. • ICT is used to increase access to the curriculum. • The curriculum is focused on individual and sensory learning needs and is individually differentiated. • Access to multi-sensory activities and equipment. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of young persons who have significant medical needs. • Access to Medical Interventions. |

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| | <ul style="list-style-type: none"> • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal / intimate care if and when needed. • Staff understand and apply the medicine administration policy. • Accessibility for young people requiring wheelchairs or who have reduced mobility. • The school has accessible toilets / facilities. • Staff receive training in the safe moving and handling of young people and all pupils requiring this have a thorough risk assessment. • Staff trained in medical issues such as epilepsy, tracheotomy, gastrostomy feeding. • Support to access paediatric consultant and other professionals including where possible appointments in school. • Access to aquatic therapy swimming pool for physical and curriculum / social skills programmes. |
| Additional Specific Opportunities in the Primary Department | <ul style="list-style-type: none"> • Inclusion in local mainstream primary schools and nursery provisions where appropriate • Access to extra-curricular clubs. • Opportunities to take part in competitive sport at all levels. • Opportunities to develop the ability to express their own opinions and make choices through school council |
| Additional specific Opportunities in the Secondary Department and Sixth Form | <ul style="list-style-type: none"> • Inclusion in local mainstream secondary schools and colleges where appropriate • Access to extracurricular clubs • Specific opportunities to develop enterprise skills. • Opportunities to develop work skills on work experience. |

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| | <ul style="list-style-type: none"> • Opportunities to develop early independent travel skills. • Opportunities to take part in competitive sport. • Access to independent advice from the Connexions service. • Access to residentials and Duke of Edingburgh Award. • Opportunities to develop ability to express own opinions and make choices through school council. |
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Families are also signposted to services / organisations:

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| Pathways4All | 0191 266 5233 |
| Children's Services | 0191 643 4151 |
| Addison Street | 0191 200 6178 |
| Connexions | 0191 6436965 |
| Contact a Family | 0191 2136300 |
| Rising Sun Centre | 0191 6432241 |

If you have any concerns about your young person's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your young person's class teacher, SENCO and the Headteacher.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents. Parents are signposted to the North Tyneside SENDIASS service for additional support and advice:

<https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>

Woodlawn School contribute to the Local Authority Local Offer by providing support to other schools with SEND needs including providing a motor skills coordinator outreach service upon request.

To view further information on the SEN Local Offer from North Tyneside please visit

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

Evaluation of Effectiveness

We have a rigorous internal and external process of formative and summative assessment and monitor the outcomes for pupils as individuals and cohorts which includes ensuring we can narrow the gap for pupils in receipt of Pupil Premium such as interventions for literacy, numeracy and for pupils with social and emotional needs. This also includes children who are looked after. Our Pupil Premium Report is also available on our website.

Parent / Carers Comments 2018;

'My son's progress is amazing in all aspects'

'My son has improved so much, it is lovely to see the good relationship he has built with staff enabling him to work well with them'

'Our son loves school and has learnt so much, knowing how happy he is to go makes us know he's in great hands'

'Our daughter is coming on leaps and bounds'

Our son has really blossomed this year with regards to his work and learning. His maths and reading have come along such a long way'

'Our son is improving in every lesson which is brilliant. We are also really pleased that he is interacting more with friends'

Our child speaks very highly of his teachers'

'We are really pleased with the way our daughter's confidence is growing'

'We are very pleased with the progress our daughter has made this year'

Parent / Carers Comments 2017;

'My child is happy and encouraged to learn and participate'

'Communication is great and they listen to my concerns'

'Class teachers and assistants are very skilled at using appropriate language and techniques for my child'

'The teacher and support staff know my child well and understand their needs'

'I think it's a fantastic school and the staff are amazing'

All teachers and staff are fantastic with our child. We appreciate all they do'

'My daughter has made great progress in her first term at the school'

'It is a happy, safe learning environment but also caring and deals with my child's personal care extremely well'

'My child has settled so well, she has grown so much and her confidence is developing good'

'Wonderful school, wonderful staff. My son has made unbelievable progress in this environment and I cannot thank everybody involved enough'

Our most recent Ofsted report can be viewed at;

<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/108652>

Dear Parent/Carer,

From September 2014 the Code of Practice for SEND (Special Educational Needs and Disabilities) requires all services, including the local authority, health services, schools, leisure services and the voluntary sector, to provide details of the support available for children and young adults who have SEND.

Each Local Authority has a 'local offer' and each school provides an SEN report.

The aims of the SEN report in schools are:

- To help families understand what services they can access and what support they can expect from schools.
- To support earlier intervention for pupils with SEND in school.
- To reduce the need for unnecessary assessment.
- To identify need and gaps in provision.
- To provide an evidence base for improving progress and securing better outcomes, at school and local level.

We would welcome any feedback you may have to Woodlawn School's SEN report.

An invite for feedback

Woodlawn's SEN report is intended to give you clear, accurate and accessible information. If you would like to comment on the content, or make suggestions to improve the information, please email: woodlawn@northtyneside.gov.uk and use the title SEN report feedback or contact Claire Harrison-Hoggarth on 0191 6432590.

Date of SEN Report: September 2020

Date of next SEN Report Review: September 2021