

Woodrush High School

An Academy for Students Aged 11-18

Special Educational Needs Information Report

2023-24



Policy author / reviewer	A. Stafford, SENCO
Responsible LGB committee	T&L Committee
Date ratified	
Status	Statutory
Date of next review	September 24



At Woodrush, we strive to support all children to enable them to achieve their best at school from when they start with us in Year 7 all the way through to potential study in our sixth form centre.

Our school offer for SEND expressed in this document is generic and not exhaustive. The nature of working with SEND means that students very often need specific and personalised support. For this reason if you are considering Woodrush as a place for your child with SEND please contact us to discuss potential requirements on an individual basis.

In order to ensure that students make the very best progress many steps are taken to support them through their learning journey.

Quality first teaching is vital, and central to our provision; however for some students there are occasions when they need further provision that is different from and/or additional to that made generally for others of the same age. We strive to make reasonable adjustments wherever necessary and possible as outlined below in keeping with the fact that we are a mainstream setting.

Explanation of acronyms and titles used:

SEND- Special Educational Needs & Disabilities

SENDCo- SEND Coordinator

LSA- Learning Support Assistant

SEND team- SEND Student Support and Family Liaison workers, the SENDCo, the LSA team, Physical & Behavioural Support assistants, Academic Intervention Coordinator and trainee Student Counsellor. She and the Student Support and Family Liaison workers also sit on the 'Social Emotional and Mental Health' Team, which crosses with...

The Pastoral/Welfare/Student Strategy Teams- which include the Deputy Head Teacher (Ethos & Engagement), Deputy Head Teacher (Quality of Education) who is also Senior Mental Health Lead & Designated Safeguarding Lead, First Aid officer, Attendance officer, Student Engagement leaders and Heads of Year. We also have several Youth Mental Health First Aiders across the school.

ASC- Autistic Spectrum condition (also previously called Aspergers)

CAMHS/FTB/SOLAR- NHS Child and Adolescent Mental Health Service

LAC- Looked After Children (also known as CIC, Children in Care)

QFT- Quality First Teaching



What kinds of Special Educational Needs and disabilities does the school make provision for? What type of provision does the school make and how do we know it works?

Types of need and what that could look like (not exhaustive)	Examples of support in our school (not exhaustive nor infinite)
<p>Cognition and Learning</p> <p>Students who work at a slower pace, and whose long term outcomes may not be the same as their peers, even with differentiation and other support/intervention</p> <p>Students with specific learning difficulties and/or retention and processing difficulties</p>	<p>Support from the SEND team in Student Support as required for key working, and collation and review of one page profile outlining difficulties/diagnoses, and recommended approaches/strategies, to inform:</p> <p>Adaptive teaching, as part of QFT</p> <p>And as appropriate:</p> <p>Intervention sessions for reading, literacy, spelling and/or numeracy (primarily KS3)</p> <p>In-class strategies including assistive technology as appropriate to support all those with dyslexic traits, dyslexia and others with identified needs of a similar nature</p> <p>Relevant external agencies e.g. Learning Support team, Dyslexia Pathway, Specialist assessor for access arrangements</p> <p>Extra time, reader, voice recognition software as per JCQ regulations and exams policy</p> <p>Please note that in KS3 the majority of teaching is in mixed ability groupings, though in Maths is set</p> <p>Shared access to LSA support where available</p>
<p>Communication & Interaction</p> <p>Students with speech and language difficulties and processing difficulties</p> <p>Students with ASC</p>	<p>Support from the SEND team in Student Support as required for key working, and collation and review of one page profile outlining difficulties/diagnoses, and recommended approaches/strategies, to inform:</p> <p>Adaptive teaching, as part of QFT</p> <p>And as appropriate:</p> <p>WAM programme (Autism diagnosis awareness programme devised by the Worcestershire Autism team, delivered by in-house key workers) and follow up key working</p> <p>And as appropriate:</p>



	<p>Social interaction and communication intervention groups</p> <p>Referrals to speech and Language Therapy (NHS)/implementation of their recommendations</p> <p>Signposting to additional sources of support/information</p> <p>Shared access to LSA support where available</p>
<p>Social, emotional and mental health difficulties</p> <p>Students may experience a wide range of social, emotional and mental health difficulties which manifest themselves in many ways e.g. anxiety disorders, depression, self harm, behavioural difficulties, adverse childhood experiences</p>	<p>Support from the SEND team in Student Support as required for key working, and collation and review of one page profile outlining difficulties/diagnoses, and recommended approaches/strategies, to inform:</p> <p>Adaptive teaching, as part of QFT</p> <p>And as appropriate:</p> <p>Support from the SEND team, notably the trainee school counsellor, Senior Mental Health Lead, Youth Mental Health First Aiders and access to the Student Support base as required</p> <p>Various interventions to support a range of SEMH e.g. 'Regulate', 'Flourish', bereavement counselling, Act On It</p> <p>Individual plans will be put into place as required e.g. time out cards, reduced timetable/phased return, well-being planning</p> <p>ELSAs (Emotional Literacy Support Assistants-trained/accredited by Worcestershire Children First, in-house key workers) and follow up key working</p> <p>And as appropriate, referrals to: Early Help, Community Paediatricians/ADHD nurses, School nurse, CAMHS Tier 3, Educational Psychologist, Medical schools, NHS Wellbeing & Emotional Support team</p>
<p>Sensory and/or physical needs</p> <p>e.g. a hearing impairment, a visual impairment, a sensory processing disorder, or a physical disability.</p>	<p>(Please refer to the school's separate Accessibility Policy)</p> <p>Support from the SEND team in Student Support as required for key working, and collation and review of one page profile outlining difficulties/diagnoses, and recommended approaches/strategies, to inform:</p> <p>Adaptive teaching, as part of QFT</p>



	<p>And as appropriate:</p> <p>A fully accessible site including 3 stairwells with evac-chairs and hoists (& staff trained to use them)</p> <p>Access to several management suites around the school, including disabled toilets, washing facilities, hoist and beds, sanitary disposal, etc</p> <p>Care plans, PEEPs and/or risk assessments re: medical 'routines', contingency plans and review of accessibility/health & safety in terms of ensuring access to all curriculum areas where possible</p> <p>Outside agency involvement, including physical disability outreach teachers and medical professionals, hearing impairment and visual impairment teams to advise on facilitating access (physical/sensory and curriculum access)</p> <p>Specialist personalised resources and equipment e.g height-adjustable desks</p> <p>Individual plans will be put into place as required e.g. physiotherapy sessions, access to sensory resources</p> <p>Referral to medical schools</p>
--	--

How does our school identify and assess SEND?

The first tier of this system is to liaise with every school from which our students come, and we ask that all and any areas of difficulty are made known to us prior to students starting with us-our liaison with feeder schools being thorough, as detailed later in this report. We also analyse attainment data to date on arrival.

From this point and thereafter (for example in the instance of a concern being raised by any stakeholder, or data patterns indicating a concern), in cases where there is not already a pre-existing or more in-depth assessment of need or diagnosis, the possibility of SEND is explored via various mechanisms.

We usually start by reviewing detailed teachers' feedback to identify difficulties (or behaviours that may be indicative of difficulties). We make parents aware of the concern to see whether they're aware of and/or share the concern (if it weren't them that raised it in the first place). We may signpost them to seek support if the concern falls into a clinical remit or offer sources of in-house emotional or behavioural support. We would arrange for NHS screening questionnaires to be completed if required. If the concern is of a more cognitive/academic nature, we would in the first instance assess the apparent difficulty (by for example looking at books, reviewing standardised test scores), to analyse whether academic intervention or greater adaptations in



the classroom are required, then review the impact of these measures afterwards to decide whether a more formal assessment or onwards referral is required (e.g. learning support team).

Who is the SENDCo? (name & contact details)

- Mrs A. Stafford
- axs@woodrush.org
- Extension 7116

Rather than restricting access to set times, parents and carers are invited and encouraged to initiate contact directly as and when required on every occasion they have information they wish to communicate, a concern, or require feedback, whereupon a conversation or meeting can be arranged with a member of the SEND team thereafter as required.

How are parents of children and young people with SEND involved in the education of their child?

Collaborative working in consultation as required i.e. on a case-by-case basis, though all parents and carers are assured of the following:

Access to SENDCo, SEND team and Pastoral/Welfare teams (particularly the SEND Student Support and Family Liaison workers)

Progress reports

Annual reviews of EHCPs where applicable

Settling In evening in October every academic year (including SENDCo drop in)

Parents' evenings (including SENDCo drop in)

Microsoft Teams to access independent work

Outside agency involvement and intervention feedback where applicable

Open Evening for prospective Yr7 parents in September of Yr6

Transition evening for new Yr7 parents in July of Yr6

Additional 'Early Transition' SEND information session by invitation

Access to Hub and Youth Centre provision where students can attend sessions after school with their parents or carers and learn new skills together

1:1 contact as required ranging from calls and emails to meetings (proactive and reactive review meetings)

How are pupils of SEND involved in their own education? Including assessment and review of progress towards outcomes

In addition to the points above regarding parental/carers involvement:

Access to SENDCo, SEND team, Student Support base and Pastoral/Welfare Teams

Regular assessment of, reflection on and reporting of progress

Regular personal, subject-specific target setting

Quality assurance procedures e.g. Student Voice

And where applicable:

Personalised intervention programmes and support sessions e.g. WAM and ELSA mentoring

Outside agency involvement

How does the school support pupils with SEN through transition?

Extensively.

Prior to application:



The SENDCo and SEND team welcome enquiries from prospective parents of Yr5 pupils in advance of the main Open Evening in September of Yr6, and after this continue to welcome enquiries and pre-arranged visits.

Once places are offered and accepted in Spring term of Yr6:

- The SENDCo and Transition team, including the Head of Year 7, obtain SEND and general information on every incoming student from every primary school. Additionally we visit all feeder primary schools and schools from which students with EHCPs are coming, and where possible/appropriate meet specific pupils.
- Early Transition sessions offered to pupils with EHCPs and by invitation to some other SEND pupils
- Induction evening for pupils and their parents and carers
- Additional 'Early Transition' SEND parent information session by invitation
- Induction Days in July
- 'Get Ready Woodrush' summer sessions

Upon starting Yr7:

- SEND pupils are made aware again of the 'Student Support' facility and relevant staff
- Information shared about all new SEND pupils with all staff. Pupils and parents/carers are invited to contribute to aspects of the Pupil Profile document and review the remainder, all of which is disseminated to teaching and support staff

Key stage 3/4 Transition (in advance of end of Year 9):

- Pupils with SEND are advised and supported to make appropriate choices in discussion with parents and carers; Heads of Year and Student Engagement Leaders work with the SEND team to do so

Key stage 4/5 Transition and beyond

- High-profile students with SEND are advised and supported by the Careers Advisor to make appropriate choices in discussion with parents and carers; Heads of Year and Student Engagement Leaders work with the SEND team to feed into this process
- Transition planning for pupils with EHCPs and high-needs students; Heads of Year and Student Engagement Leaders work with the SEND team on this process
- Liaison between Heads of Year, Student Engagement Leaders and the SEND team and colleges where pupils move on to as appropriate

What is the approach to teaching pupils with SEND at Woodrush?

Teaching

Quality First Teaching; that is to say, well planned, well-managed, engaging lessons taught by teachers who know and support their students' individual needs as required, ensuring maximum progress. Teaching will be appropriately adapted as required. Furthermore, at KS4, lessons in key subjects are according to ability, with sets smaller for lower ability pupils. There is some 1:1 and shared access to LSA support.

Curriculum

All pupils follow a full timetable (x20 per week). The curriculum is designed to be accessible to all. In addition to the arrangements outlined above, some mainstream lessons may be substituted at the discretion of the school and in consultation with students and parents/carers for small group or 1-2-1 interventions, both long and short term, as necessary, to support the accelerated development of a range of academic and social skills. Reductions and flexibility of



timetable are occasionally arranged on a case-by-case basis, and usually only for the short term, for essentially, we are a mainstream school where the only deviations from a mainstream curriculum are those outlined above.

Learning Environment

Woodrush is a fully accessible site (see separate Accessibility Policy for further information)

Expertise and training of staff

- Training for identified medical needs as necessary
- Regular training from both SENDCo and outside agencies around identification of new pupils and supporting those already identified who need SEND support.
- Training from outside agencies for the SEND team & Pastoral/Welfare team members as necessary
- The SENDCo contributes to the in-house NQT and teaching student training programme
- Constant access to 'live' information about SEND pupils for teaching and support staff via Arbor and Teams/the school network, the SEND register and monitoring list, pupil profiles and access to the SEND and Pastoral/Welfare teams at all times
- Updates for teaching and support staff around new and ongoing initiatives and developments as necessary e.g. access arrangements
- Experienced, specialist and dedicated SEND and Pastoral/Welfare teams who are on hand to offer emotional and social support and development and to deter and support with any incidents, both informally by way of a drop in arrangement and in a more structured manner via timetabled interventions and assemblies

And in addition to our 'in house' training and expertise, for students whose needs are not met by internal interventions, we may involve the following bodies as necessary in order to meet pupils' SEND and support their families:

Agency or Service	Who they work with	How school can get in touch with them
The specialist teachers and assessors from the Learning Support Team at Chadsgrove 'school to school support service'	Pupils with Cognition and Learning needs Pupils with dyslexic traits and/or a private diagnosis of dyslexia Staff, to advise on meeting the needs of students. Training the SEND team and other staff re specific interventions For access arrangements/exam dispensation testing, where a normal way of working has become established owing to an obvious difficulty/need, long-term Some individual case work	All via SENDCo/SEND team



Educational Psychologist at Worcestershire Children's First	Predominantly pupils experiencing Social, Emotional and Mental Health difficulties with respect to their education	
Autism Team at Worcestershire Children's First N.B. delivery of support programmes are delegated to in-house mentors trained by the team	Students with a diagnosis of ASC from community paediatrics, Umbrella Pathway or private clinics, experiencing a high degree of difficulty accessing the school environment/education	
NHS Child and Adolescent Mental Health Service and associated counselling services (CAMHS/FTB/SOLAR and the 'WEST' programme)	Pupils experiencing Social, Emotional and Mental Health difficulties	
Medical schools (differ depending on your home address)	Students who cannot access mainstream education due to medical needs, with a recommendation for a referral to medical school from a consultant	
Children's Services & LA Virtual Schools (differ depending on your home address)	Looked after children with additional needs.	
NHS Speech & Language Therapy service	Students with developmental delay (Expressive and receptive) and speech difficulties	
WCF Visual and Hearing Impairment Support Teams	Pupils with visual and/or hearing impairments	
Other 'Outreach' Teams e.g. physiotherapy, occupational therapy, physical disability	Students with physical difficulties e.g. Dyspraxia, Cerebral palsy.	
Children's Services including Early Help (differ depending on your home address)	Pupils where potential child protection issues and family support needs have been identified	

How is the effectiveness of the provision made for students evaluated?

Essentially, on pupils' progress- which should be no less than a pupil without SEND (progress rather than attainment thus taking starting points into account)- and, just as importantly, pupils' happiness and confidence...

We monitor pupils through various means, including, in no particular order:

Parent/Child Views (verbal, written, anecdotal and formal)

Learning Walks and book looks

Teachers' feedback

Review of SEND targets and EHCP outcomes

'Attitude to Learning' judgements



Behaviour and achievement points

Various additional evaluation e.g. STAR survey

Reading & Comprehension Ages

External Agency Assessments and specific measures therein

Further and more specialist assessments and evaluations will be undertaken for the pupils receiving more focussed teaching and support

And last but certainly not least, attendance.

What activities can a pupil with SEND access at school?

- The same as every other student!

In addition to lesson-based activities, there are a variety of activities on offer during and after the school day and all activities are accessible to all pupils with SEND.

N.B. where necessary, advice will be sought, risk assessments carried out and adjustments and accommodations made to ensure that all students can participate in all activities as far as is practicable

- If additional adult support is required for an activity then parents would be consulted and support put in place for that pupil as far as is reasonably practicable

Please note that if a pupil has a transport arrangement provided by the local authority the timing of which doesn't extend to cover extra-curricular activities after school, the responsibility for arranging alternative transport defers to parents/carers

If a parent or carer of a child with SEND has a complaint about the school, how does the governing body deal with the complaint?

On a case by case basis.

We would like you to talk to us if you are not happy about any aspect of the support your child is receiving, discussing this in the first instance with the SENDCo to see whether and how the issue can be resolved.

If you are not happy with the response or this approach, then please in the first instance contact the PA to the Head teacher, Ms Stables at the school.

The Worcestershire's Local Offer can be found here:

[SEND Local Offer | Worcestershire County Council](#)