

Woodrush High School

An Academy for Students Aged 11-18

Special Educational Needs Information Report 2025-26



Policy author / reviewer	A. Stafford, SENCO
Responsible LGB committee	T&L Committee
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At Woodrush, we strive to support all children so they can achieve their best at school and enjoy their experience, from before they start with us in Year 7 all the way through to potential study in our sixth form.

The nature of working with children and young people with Special Educational Needs and Disabilities (SEND) means that these learners often need specific and personalised support. Our school offer for SEND detailed in this document is generic, and not necessarily exhaustive, and is intended to give you an overview of the provision which can be put in place to support identified difficulties and needs.

Quality first teaching is vital, and central, to our offer; though 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. This could range from adaptive strategies in the classroom, detailed for teachers in a student's 'one page profile', through to seamless, bespoke packages of supervision and high-level support, and lots in between. In addition, we strive to make reasonable adjustments to policy and its application wherever necessary and practicable, in keeping with the fact that we are a mainstream setting. **Please note** that we do **not** have a resource base, and **all** students follow a broad and balanced mainstream curriculum, full-time.

If your child has an Education, Health and Care Plan (EHCP), you should liaise with our SEND department **well in advance** of communicating your school preferences to your Local Authority, to determine whether Woodrush is likely to be able to meet the provision required by your child's EHCP.

Explanation of further acronyms and titles used:

- SENDCo- SEND Coordinator
- SA- Support Assistant (this could be to support learning or accessibility needs)
- IM- Inclusion Mentor
- SEND team- SEND Student Support and Family Liaison workers, the SENDCo, the SA team, Inclusion Mentors, the Academic Intervention Coordinator and the Student Counsellor.
- The Pastoral/Welfare/Student Strategy Teams- include one of the Deputy Head Teachers, the Senior Mental Health Lead, the Designated Safeguarding Lead and their deputies, the First Aid officer, the 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 known as Autism, ASD, and previously, Aspergers)
- CAMHS/FTB/SOLAR- NHS Child & Adolescent Mental Health Service- depending on the area
- QFT- Quality First Teaching- to include adaptive strategies outlined in one page profiles



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>Input from the SEND team in Student Support to collate and maintain a one page profile, outlining difficulties/diagnoses, and possible approaches/strategies, to inform:</p> <p>Quality first Teaching in the mainstream classroom, with adaptive strategies as required.</p> <p>And, as appropriate/where available:</p> <p>Intervention sessions for reading, literacy, spelling and/or numeracy (primarily KS3).</p> <p>Use of assistive technology to support, for example, those with dyslexic traits, dyslexia and others with identified needs of a similar nature.</p> <p>Screening for dyslexic or dyscalculic traits where there is a consensus of such difficulty.</p> <p>Implementation of advice, commissioned from relevant external agencies to explore barriers to learning, with a view to refine support.</p> <p>Referral to specialist assessor to explore eligibility for access arrangements, where a consensus of a long term and significant difficulty, per JCQ regulations, exists.</p> <p>Extra time, reader, voice recognition software etc 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 SA where appropriate/available.</p>
<p>Communication & Interaction</p> <p>Students with speech and language difficulties and processing difficulties</p>	<p>Input from the SEND team in Student Support to collate and maintain a one page profile, outlining difficulties/diagnoses, and possible approaches/strategies, to inform:</p> <p>Quality first Teaching in the mainstream classroom, with adaptive strategies as required.</p>



<p>Students with ASC</p>	<p>And, as appropriate/where available:</p> <p>WAM Programme (Autism diagnosis awareness programme devised by the Worcestershire Autism team, delivered by in-house key workers) and ongoing key-working thereafter.</p> <p>And as appropriate/where available:</p> <p>A range of group interventions to support social interaction.</p> <p>Referrals to speech and Language Therapy (NHS) and implementation of their recommendations thereafter.</p> <p>Signposting to additional sources of support/information.</p> <p>Shared access to SA/IM/Engagement Leader support where appropriate/available.</p> <p>Additional/early transition programme in June of Year 6.</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>Input from the SEND team in Student Support to collate and maintain a one page profile, outlining difficulties/diagnoses, and possible approaches/strategies, to inform:</p> <p>Quality first Teaching in the mainstream classroom, with adaptive strategies as required.</p> <p>And, as appropriate/where available:</p> <p>Support from the SEND team, notably the school counsellor, Senior Mental Health Lead, Youth Mental Health First Aiders and access to the Student Support base as required for, for example, regulation breaks.</p> <p>A range of group and 1:1 interventions to support emotional wellbeing and good mental health. e.g. 'Regulate', 'Positively Me', bereavement counselling, referral for NHS Wellbeing and Emotional Support Team (WEST) therapy.</p> <p>In-house ADHD diagnosis awareness programme.</p> <p>Individual plans will be put into place as required e.g. time out cards, reduced timetable leading to phased return, well-being planning.</p> <p>Additional/early transition programme in June of Year 6.</p> <p>Shared access to IM/Engagement Leader support where appropriate/available.</p>



	<p>And as appropriate/where available, referrals to: Early Help, NHS ASC & ADHD pathways, CAMHS, Educational Psychologist, Medical schools, Alternative Provisions.</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>Input from the SEND team in Student Support to collate and maintain a one page profile, outlining difficulties/diagnoses, and possible approaches/strategies, to inform:</p> <p>Quality first Teaching in the mainstream classroom, with adaptive strategies as required.</p> <p>And, as appropriate/where available:</p> <p>A fully accessible site including 4 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, sharps bins etc.</p> <p>Implementation of care plans, PEEPs and/or risk assessments to maintain medical 'routines', accessibility, and health & safety requirements, in terms of ensuring safe and equal access to all aspects of education and school life as far as is reasonably practicable.</p> <p>Implementation of advice, commissioned from relevant external agencies, to support access to learning and site, including but not limited to physical disability outreach teachers and medical professionals, hearing impairment and visual impairment teams.</p> <p>Specialist personalised resources and equipment e.g height-adjustable desks.</p> <p>Individual plans will be put into place as directed and as far as are practicably available 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 and conduct further benchmarking assessments to gain further insight into potential barriers to learning.

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) and refine or increase support accordingly, in collaboration with the student.

We make parents/carers 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).

If the concern falls into a clinical remit we would ordinarily then signpost them to seek initial advice from their GP, and/or offer sources of in-house pastoral support in this instance.

We would arrange for NHS screening questionnaires to be completed if required. *N.B. Where a parent or carer has initiated such screening and a consensus doesn't necessarily exist, we will provide the information requested, and will endeavour to do so within a reasonable timescale, though please note that such tasks have to be completed in addition to teachers' existing workload, and there are periods throughout the year where there are severe limitations on teachers' capacity to fulfil additional tasks, and please note also that teachers need to have been teaching a child long enough to have gained sufficient insight to provide meaningful feedback.*

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, in addition to seeking teachers' feedback), to analyse whether academic intervention or greater adaptations in the classroom are required, then review the impact (or lack thereof) of these measures afterwards to decide whether a more formal assessment or onwards referral is required (e.g. cognitive assessment).

A note on EHCP applications and parental requests for children to be referred for neurodevelopmental screening or assessments of cognitive or specific learning difficulties.

If the school judge that an EHCP application or a referral to screening for neurodevelopmental conditions is likely to be accepted then we would liaise with a



child's parents/carers to initiate that process. Please note that where school are not of this position, that it's parents' and carers' prerogative to initiate an application directly with their local council (to which they pay council tax), but that school can't be compelled to apply for an EHCP at parental request.

Similarly, school aren't able to action all parental requests for other sorts of referrals, retaining instead the right to exercise professional judgement in relation both to the situation at school, and services' own referral criteria, in terms of if or when any referral might be initiated.

Who is the SENDCo? (name & contact details)

- Mrs Stafford

- astafford@woodrush.org

Please note that the SENCo also teaches every day and thus isn't continuously office-based. Therefore, parents and carers are advised of the existence of our two dedicated, non-teaching, SEN Family Liaison workers, Mrs McCarthy and Mrs Gittins who can be reached at

- mmccarthy@woodrush.org and dgittins@woodrush.org and extensions 7115 and 7117 respectively.

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, have 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?

Via collaborative working on a case-by-case basis, though parents and carers are advised of the following opportunities for involvement:

Open Evening for prospective Yr7 parents in September of Yr5 & 6 (SEN team in attendance).

Transition evening for new Yr7 parents in July of Yr6 (SENCo in attendance).

Additional SEND Transition parent/carer information session, by invitation.

Access to SENDCo, SEND team and Pastoral/Welfare teams (particularly the SEND Student Support and Family Liaison workers) for 1:1 contact as required ranging from calls and emails to meetings (proactive and reactive review meetings).

Annual reviews of EHCPs where applicable.

Outside agency involvement and intervention feedback where applicable.

Parents' evenings (including SENCo drop in for KS4 & 5).

Progress & A2L reports.

Online platforms e.g. Sparx, Seneca, Carousel, Arbor.

Access to Hub and Youth Centre provision where students can attend sessions after school, some with their parents or carers .

Awards Mornings, by invitation.



School communications including The Branch weekly, achievement postcards etc.

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/carer 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 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 parents of prospective pupils in from Year 5 onwards, in advance of the main Open Evening and Open Mornings 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 SEND transition parent information session by invitation.
- Induction Day 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 one page 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



- All students are supported to secure and attend a work experience placement for a week in Year 10.
- All students are advised and supported to research and make appropriate post-16 choices/plans/applications, as far as the advice and support are required.
- 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 set according to ability, with sets smaller for lower ability pupils. There is some 1:1 and shared access to SA support. There are 5, 1-hour lessons per day in KS3 and 4.

Curriculum

All pupils follow a full timetable (25h of lessons per week) and are timetabled to attend every day and follow a mainstream curriculum. In addition to the arrangements outlined above, some mainstream lessons in Key Stage 3 may be substituted at the discretion of the school and in consultation with students and parents/carers to allow for small group or 1-1 interventions, both long and short term, as necessary, to support the accelerated development of a range of academic and social skills. Beyond this, reductions and flexibility of timetable are only very occasionally arranged, on a case-by-case, short-term basis, 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).

To reiterate, we do **not** have a separate resource base (where in some schools, are students taught in small groups or taught a different curriculum)

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 ECT and trainee teacher professional development and training programmes



- Constant access to 'live' information about SEND pupils for teaching and support staff via Arbor and Sharepoint, the SEND register and monitoring list, one page 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 we judge 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
Consultants, to gain insight into barriers to learning, support required, and eligibility for access arrangements	<p>Pupils with Cognition and Learning needs</p> <p>Pupils with dyslexic traits and/or a private diagnosis of dyslexia</p> <p>Staff, to advise on meeting the needs of students.</p> <p>Training the SEND team and other staff re specific interventions</p> <p>For access arrangements/exam dispensation testing, where a normal way of working has become established owing to an obvious difficulty/need, long-term</p> <p>Some individual case work</p>	All via SENDCo/SEND team
Educational Psychologist at Worcestershire County Council (WCC)	Predominantly pupils experiencing Social, Emotional and Mental Health difficulties with respect to their education	
Autism Team at WCC 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	Pupils experiencing Social, Emotional and Mental Health difficulties. Please	



Health Service and associated counselling services (CAMHS/FTB/SOLAR and the 'WEST' programme)	note, acceptance of referrals is subject to the services' own criteria.	
Medical schools (differ depending on your home address)	Students who cannot access mainstream education due to medical needs, with acceptance of referrals subject to criteria set by each school.	
NHS Speech & Language Therapy service	Students with developmental delay (Expressive and receptive) and speech difficulties. Again, acceptance of referrals is subject to the service's own criteria.	
WCC Visual Impairment and Deaf Support Teams	Pupils with visual impairments or deafness.	
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. Acceptance of referrals is subject to the services' own criteria.	

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 (N.B. 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?

Essentially, 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](#)