

<p>Q1. What type of school are you?</p> <p>What special educational needs do you cater for and are there eligibility criteria?</p>	<p>Woodlands Community College is a mainstream 11- 16 co-educational Secondary school within Southampton Education Authority. We believe in our young people and we strive for excellence in our work with them. We are committed to providing a high quality education for pupils with a wide range of needs. This includes those with particular needs in the areas of communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical.</p> <p>We aim to:</p> <ul style="list-style-type: none"> • create a stimulating and respectful environment which is safe and happy • engage all learners in a diverse and developing curriculum • encourage active, inquisitive minds through high quality, relevant learning • develop independent, healthy young people who make a positive contribution • work in partnership to serve the needs of our changing community • prepare our learners to take ambitious steps into the future <p>The staff at Woodlands are passionate about raising standards. We have a major focus on improving literacy skills as we believe this to be a crucial aspect of our work in enabling our students to maximise their potential and progress successfully on to further education.</p> <p>Admissions policy:</p>
<p>Q2. How does your education setting know if children need extra help?</p> <p>What do I do if I think my child has special educational needs?</p>	<p>Assessments are made through routine observations, formal assessments and teachers’ judgement of the outcomes of pupils’ work and other factors such as attendance and emotional well - being. The progress of all pupils is reviewed at least termly after each data collection.</p> <p>On transition, information is gathered about all pupils. A discussion about each pupil on the SEN register is held with the Year 6 teacher and SENCO. In addition all Year 7 and new admissions are screened using the LASS screening software. This provides a learning profile of each child.</p> <p>Assessment Policy</p> <p>If your child makes significantly, slower progress than other children or works at a level well below the expected standard for their age then their needs will be further reviewed and assessed. It may be decided, following discussion with you, and in consultation with the SENCO, that your child has Special Educational Needs/Disabilities (SEND) and</p>

	<p>appropriate intervention will be put in place.</p> <p>The Governing Body is responsible for ensuring that the necessary provision is made for pupils with special educational needs.</p> <p>The Head teacher, Toni Sambrook, has overall responsibility, liaising regularly with the Co-ordinator and Governing Body as to the children's needs and the provision necessary to meet these needs.</p> <p>The Special Needs Co-ordinator (SENCo), Di Lowth, has responsibility for the management and day-to-day operation of the SEND policy. The SENCO will coordinate liaison with outside agencies relating to special educational needs.</p> <p>The Class Teachers are responsible for gathering information about the child and making an initial assessment for the child's special educational needs or disability, seeking the views of the child and holding discussions with parents. Class teachers are responsible for differentiating the lessons and setting targets to support progress, liaising with support staff when extra provision is needed for your child to achieve.</p> <p>If you have any concerns about your child's progress in a subject, you should discuss this with your child's class teacher. You can make an appointment by contacting the School Office on 023 80463303.</p> <p>SEN policy</p>
<p>Q3. How will both you and I know how my child is doing?</p> <p>How will you help me to support my child's learning?</p>	<p>Woodlands recognises the importance of working closely with parents and values a strong home/school partnership. Subject teachers are available by phone for friendly, informal discussions, where advice and resources to help your child to continue learning at home can be suggested. An appointment for a more formal meeting may be made by contacting the school office. Alternatively, you can use the planner as a Home/School communication book.</p> <p>So that you know how your child is doing we will send you a termly progress report as well as a more comprehensive annual report. These report on progress in all areas of the curriculum and will tell you how your son/daughter is doing. You will also be invited to attend a parents' evening. Information evenings run alongside parents' evenings.</p> <p>If your child is learning with SEN Support, then an Individual Learning Plan (ILP) will be provided in which targets for progress, your views and your child's views are recorded. Further meetings may be requested by Woodlands,</p>

	<p>depending on the progress of your child or at your request. If you would like to make an appointment to discuss your child's progress, please telephone or visit the School Office to leave a message and the tutor and/or subject teacher will then contact you.</p>
<p><i>Q4. How will the education setting support my child?</i></p>	<p>All children benefit from high quality teaching by their class teacher (Step 1) and work is carefully changed to support every child at every level of ability to be actively involved and learning. It is our aim that all children are included with their class for the majority of the day, including educational visits, with respect to their needs.</p> <p>If a pupil is not making progress in any one area, then appropriate interventions will be provided to support their development (Steps 2 and 3). This may include differentiating classwork or a specific intervention that may be small group work, referral to counsellor, family support or further professional assessment. You will be informed of any intervention which is put in place and will be involved in discussions about how you can help to support your child's progress. Details of this discussion will be recorded in the student file.</p> <p>If, following these interventions/assessments, we consider that your child may have special educational needs or disabilities (SEND), we will discuss this with you and arrange an appropriate intervention. This will be recorded on an Individual Learning Plan (Step 4). If this involves learning outside the classroom, then these interventions are carefully timetabled in order that children do not miss the activities they love or the core subjects, such as English or Maths. In this way, we aim to ensure that each child receives a broad and balanced education with the greatest possible access to the full curriculum.</p>
<p><i>Q5. How will the curriculum at your education setting be matched to my child needs?</i></p>	<p>The curriculum is matched to your child's needs by the class teacher. If your child has Special Educational Needs or Disability (SEND), we aim to meet these in the classroom through differentiation and adaptation of resources as well as class based intervention.</p> <p>Interventions are designed to increase the progress of a child with SEND and will be carefully planned and agreed by the SENCo and class teacher. Targets will be set by the class teacher, under the supervision of the SENCo to focus on an agreed outcome and so improve progress. These targets are recorded and shared with you. We aim to nurture the development of each individual child to their unique potential. Children who are receiving sustained SEN Support are placed on the Special Educational Needs Register.</p>

	<p>Your child's intervention may be one of or a combination of the following:</p> <ul style="list-style-type: none"> • adjustment to the environment such as different furniture to support access to the curriculum • teaching strategies and differentiation to ensure inclusion, e.g. multi-sensory programme for teaching spelling • additional time to complete tasks • an individual programme of activities such as a motor skills or phonics programme • disapplication from Modern Foreign Languages for sustained intervention in literacy and numeracy • additional adult support • access arrangements for public exams and assessments(reader, scribe, extra time, live speaker, enlarged papers, alternative room – these must be representative of pupil's normal way of working) • Link provision for pupils experiencing difficulties accessing a full curriculum due to primarily mental health needs • Inclusion provision for pupils whose behaviour and mental health impacts significantly on their own learning and that of others • Behaviour Modification Programme • School Nurse support • Counselling • Education Welfare Officer support • Family Support Worker • IT programmes • Emotional Literacy Support Assistant (ELSA) programme • Health Care Plan
<p>Q6. How is the decision made about what type and how much support my child will receive?</p>	<p>The Local Authority provides funding for schools to meet the needs of all children with SEND. The decision about how much and what type of support your child receives is decided during a progress review meeting. It will vary according to your child's needs. We aim to meet the individual needs of each child. Equally, at the progress review meeting, it may be agreed that an intervention has been very successful and that your child no longer needs SEN Support.</p> <p>If a pupil continues to make little or no progress following a programme of SEN Support, or if a pupil continues to work at levels well below the national expectations, then a specialist service may be involved. Parents will always be consulted in any decision to involve specialists.</p>

	<p>Integrated Assessment (formerly known as “Statutory Assessment”) An application for an Integrated Assessment may be considered if, after taking action to meet the identified difficulties, your child’s needs remain very high and cannot be met effectively within the resources normally available to the school. Parents will always be involved in this decision. The school may make a clear written referral. Applications can also be made by parents directly. Support for parents to complete the application form can be provided by the Children and Young People Development Service (CYPDS). Telephone: 023 8055 7607 https://www.southampton.gov.uk/Images/Parent%20carer%20leaflet-CYPDS_tcm46-337250.pdf More information on Integrated Assessments is available on request or by following this link: https://www.southampton.gov.uk/living/scchildren/send_pathfinder/integrated_assessment_single_plan.aspx</p> <p>Access Arrangements re Assessments and Exams If your child has an Education Health Care Plan, Individual Learning Plan or Medical Health Care Plan then during assessments and exams, reasonable adjustments may be required such as extra time, a quiet room or support for reading. This will be carefully planned so that they are not disadvantaged and is a fair representation of their ability.</p>
<p><i>Q7. How will my child be included in activities, including trips run by Woodlands Community College?</i></p>	<p>In school, all activities are carefully adjusted to make sure that any child with SEND can participate. This includes Breakfast and after school clubs.</p> <p>Educational visits are chosen to be accessible to all children including any children with SEND. Staff will make planned visits to proposed sites before the children, sometimes with the parents of children with SEND, in order to plan carefully any necessary adjustments to ensure each child is included. For some children with very complex needs, these discussions are recorded in a Risk Assessment and this is shared with you. Should a child’s situation deteriorate after an off-site visit has been organised, it may be that an alternative activity is arranged to achieve the same learning goals.</p> <p>At break and lunch times we offer a supervised room with access to computers and activities for pupils requiring a</p>

	<p>quieter environment.</p> <p>If you have any concerns about how your child is being included in any activity, please talk it through with your child's tutor.</p>
<p>Q8. What support will there be for my child's overall wellbeing?</p>	<p>The emotional development and well-being of children is crucial to their well-rounded development. In every class, Social, moral, spiritual and cultural (SMSC) education is taught through the curriculum so your child is supported to develop their emotional understanding and resilience. We also teach a personal development programme across the year.</p> <p>Some children need additional support to develop this understanding and to achieve this we employ Emotional Literacy Support Assistants (ELSAs). ELSAs can provide small group support or individual programmes to develop such as Friendship Skills, Anger Management or Empathy.</p> <p>Bullying is not tolerated at Woodlands Community College and is taken very seriously. We aim to address any incidents as they occur. Peer supporters are available every lunch time in the ELSA room for drop ins and support. Anti-Bullying Policy:</p> <p>All Children who are Looked After benefit from a Personal Education Plan. This is written by the Designated Teacher, in liaison with the social worker, parents and carers.</p> <p>Children with Behavioural difficulties are supported with a Pastoral Plan. Some children need further support and benefit from further detailed planning, with Risk Assessments as necessary.</p> <p>Medical For those with ongoing severe medical or personal care needs, a Health Care Plan is written with the parents so that we know how to look after your child in order that good health and attendance is then optimised.</p> <p>If your child is diagnosed with a medical need during their time here, please inform us so that we can discuss how we can support you and your family.</p>

	<p>We must have prescribed medicines in school, especially if your child is prescribed a lifesaving medicine, such as an epi pen or asthma inhaler.</p> <p>Medical, Asthma and Administering medicines (page 6)</p>
<p>Q9. What training is provided for staff supporting children and young people with SEND?</p>	<p>At Woodlands Community College, all teachers are teachers of children with SEND. All teachers, study supervisors, teaching assistants, pupil support workers and ELSAs actively participate in a comprehensive programme of continuing professional development in order to ensure that the needs of all learners are met, including those with SEND. Regular drop ins occur to observe SEND pupils in class and best practice and further strategies are shared with teachers and other school staff. Where necessary, specialist advice is provided to support the development of the knowledge of specific disabilities or difficulties.</p> <p>We have one ELSA who is registered with the Educational Psychology (EP) Department in recognition of their specialist training and experience delivered by Educational Psychologists. They receive ongoing training and supervision from the Local Authority.</p> <p>On a regular basis, all staff update their training regarding asthma and the use of inhalers, allergic reactions and the use of epi pens or anti histamines. Other needs may require different medical training which is provided for all relevant staff. Children too can be provided with training to help them to understand the different needs of their friends. This is planned in discussion with you.</p> <p>If your child has a need we have not supported before, then the SENCO will liaise with outside agencies to arrange relevant training for staff and will work with all concerned to make your child safe and comfortable.</p>
<p>Q10. How accessible is Woodlands Community College?</p>	<p>We welcome all individuals and aim to include everyone with respect to their needs. This applies not only to your child but also any member of the family or friend. In support of this, on registration you are invited to provide information about any access difficulties for any member of your family who would like to visit the site. We then aim to make adjustments in order to support individuals to access the site in order to share your child's life.</p> <p>Woodlands is fully wheelchair accessible. We have four disabled parking bays and on each level there are two disabled access toilets. We have two lifts, one at each end of the building.</p> <p>All reasonable adaptations will be considered to the school environment to make it more accessible as the need</p>

	<p>arises.</p> <p>We aim to ensure full access to the curriculum for all of our pupils and we therefore provide education primarily in the subject classroom. We make adaptations to these environments to be as fully inclusive as possible and work closely with health advisors to ensure that we are doing this to the best of our ability.</p> <p>If you would like more information about any of our facilities, please do not hesitate in discussing your needs with the SENCo. If you would like any information providing in a different format or language, please do not hesitate in contacting the School Office.</p> <p>Hyperlink to disability and accessibility policy</p>
<p><i>Q11. How are parents/ young people currently involved in your education setting? How can I get involved and who can I contact for further information?</i></p>	<p>There are a variety of ways you can get involved.</p> <p>If your child has SEND, you will be invited to meetings to share their Individual Learning Plan and current targets. Support on these targets at home has been seen to double children’s rates of progress. In addition, if your child has an Education Health Care Plan, you will be invited to the annual review.</p> <p>A group of volunteers support throughout the school with developing reading, following training.</p> <p>The governing body also includes parent governors.</p> <p>We value all children’s views and they are sought in a variety of ways. At the whole school level, there is student voice which includes the School Council, this involves volunteers from all year groups and houses. If your child has SEND, then their views will be discussed and recorded on their passport and ILP.</p>
<p><i>Q12. What steps should I take if I have a concern about the school’s SEND provision?</i></p>	<p>Any concerns that you have concerning the provision made for your child, should be discussed in the first instance with the class teacher. If this does not satisfy your concern, then please do ask for an appointment with the SENCO and/or the Head teacher. We aim to resolve concerns as soon as possible as the needs of the child are paramount.</p> <p>If we do not resolve your concern and you feel you would like to make a complaint. The Complaints Procedure is available on the web (policy) or on request at Reception.</p>

<p>Q13. What specialist services and expertise are available at or accessed by the school?</p>	<p>Staff at Woodlands already have considerable expertise at meeting the needs of young people but we also access external agencies to support pupils and their families.</p> <p>Counsellor: Trish Johnston</p> <p>Specialist agencies who are currently involved with children at Woodlands Community College:</p> <ul style="list-style-type: none"> • Child and Adolescent Mental Health Services (CAMHS) who advise and support school in order to meet the needs of children with a range of medical needs. • Physiotherapist or Occupational Therapists who advise school on programmes of support. • Hearing Impairment Advisor • Visual Impairment Advisor • Barnados • Women’s Aid • Youth Options • No Limits • Young carers • Star Project • Simon Says • Educational Psychologists
<p>Q14. How will the school prepare and support my child to join the school or transfer to a new school?</p>	<p>We are very proud of the transition packages we provide from Key stage 2 to 3 and from Key stage 4 to further education, employment or training.</p> <p>When transitioning from Key stage 2 to 3, as soon as we can in the spring term our Transition Manager visits our feeder schools gathering information about pupils. Once we have this information we plan to meet the needs of these pupils. In some cases this may involve multi-agency work to ensure that we are in a position to appropriately cater for these pupils; it may be transferring records of intervention so that we don’t repeat the same work later. Pupils are offered visits to Woodlands and we frequently visit them. Transition is designed to meet the needs of each pupil.</p>

	<p>Currently Mrs Lowth (who is also the SENCo) is in charge of transition with the support of Mrs Curran (our lead ELSA). Every child is different and therefore we offer as much or as little transition support as needed.</p> <p>Later in Key stage 4 pupils are much more independent but are supported through our mentoring systems to make choices about College, employment or training. This is tracked closely to ensure that all pupils have a destination.</p> <p>Planning for post 16 opportunities for pupils with statements or Education Health and Care plan begins in Year 9 with the preparation of a Transition plan. The careers service and other relevant services are invited to contribute. The Transition plan is updated at subsequent reviews and a copy of the plan is sent to any college which the pupil intends to study. College representatives may attend the Year 11 annual review meeting. All pupils have the opportunity to see the careers service in Year 10 and are offered extra support in making decisions about life after school.</p> <p>When pupils with SEND go to college, the school passes on relevant information about their needs, what support they have received and details of any exam concessions so that if necessary pupils can continue to receive support in their studies.</p>
<p><i>Q15. Where can I get further information about services for my child?</i></p>	<p>The first point of contact for anything relating to your child’s education is the tutor. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please telephone the School Office to arrange an appointment.</p> <p>We all have issues at home from time to time and this can impact on the progress of your child. We are here to support you and your family and do have experience of supporting families with a wide range of difficulties such as challenging behaviour at home, mental health difficulties, financial problems. If you would like to discuss a sensitive matter with a senior member of staff, you are encouraged to contact one of our senior leaders or inclusion leader for information which will provide you with support. We might not have the answers straight away but can provide confidential advice to support you to gain the right support.</p>
<p><i>Q16 How do we link our SEND Information Report</i></p>	<p>Southampton City Council Local Offer</p>

<i>to Southampton's Local Offer?</i>	
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Appendix

- **Communication and Interaction.** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.

Children with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.
- **Cognition and Learning.** Support for learning difficulties may be required when children learn at a slower pace than others. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and Specific Learning Difficulties (SpLD), which includes dyslexia (word), dyscalculia (number) and dyspraxia (movement).
- **Social, emotional and mental health difficulties.** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues such as anxiety or depression or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- **Sensory and/or physical needs.** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided, e.g. a child with vision impairment (VI) or hearing impairment (HI) or physical difficulty (PD). These difficulties can be age related and may fluctuate over time.