

SEN Information Report

These pages set out information about our provision for children and young people with special educational needs (SEN). They are updated annually.

About our school

Wood Green School provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs;
this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs;
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs;
this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school with an Area Resource Unit, housed within the Achievement Centre, catering for up to 12 children with MLD needs.

Our special educational needs co-ordinator (SENCo) is: Mrs A Turton
She can be contacted on: 01993 702355 or office@wgswitney.org.uk
Our assistant SENCo and Head of The Achievement Centre is Mrs D Healy
Our governor with responsibility for SEN is: Mrs L Christian

Our SEN policy can be found here:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

Our Equality Scheme and Accessibility Plan can be found on the school website.

How do we identify and give extra help to children and young people with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it: [_](#)

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf>

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

How do we work with parents and children/young people?

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with children and young people with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this by inviting parents to review meetings and parents' evenings. We use the homework diary as a means of communication, and also emails and telephone calls as appropriate. All students with statements of educational needs (or Education, Health and Care Plans, EHCPs) have a Key worker in school who meets regularly with the student to discuss progress and support.

There are also opportunities for parents and children to contribute to our policies on SEN and Equality. We do this by listening to pupils, staff, parents and others and informing and involving parents and carers.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan.

High quality teaching differentiated for individual students is the first step in responding to students who have or may have special educational needs. The SENCo and Deputy Head for Teaching and Learning work with teachers to provide information, training, strategies and guidance to support effective teaching of the school curriculum.

Sometimes students require something additional and different to what is available in the classroom. We offer a range of support and intervention programmes to support the development of language and literacy skills, as well as positive assertiveness and confidence skills.

What expertise can we offer?

Our SENCo is working towards the National Award for SEND coordination and is a qualified teacher. All staff have basic awareness training in SEND and we are currently auditing staff in order to facilitate further training.

There are also members of staff who have received enhanced training in dealing with Looked After Children and Safeguarding. Teaching assistants are trained to support the particular needs of the children they work with.

We have an SEND link governor.

We also have access to a range of specialist support services including:-
Educational Psychology

SENSS, who support children with communication and language, sensory needs and physical needs

Child and Adolescent Mental Health Services (CAMHS)

Oxfordshire School Inclusion Team

Early Intervention Hub

Meadowbrook College

Children's Social Care

Other advisory teachers/services

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

We always discuss the involvement of specialist SEN services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school through the progress review system.

In addition for children/young people with SEN we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEN is contained in the governors' annual SEN report.

How are children and young people with SEN helped to access activities outside of the classroom?

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at: http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children/young people with SEN?

All students have dedicated tutor time every day. Students have the opportunity to share their views through their school council representatives and academic mentoring.

We listen to the views of children/young people with SEN by meeting with them regularly and taking appropriate action.

We take bullying very seriously. We help to prevent bullying of children/young people with SEN by having an excellent pastoral system in place.

Joining the school and moving on

We encourage all new children to visit the school before starting. For primary students with SEND we offer extra visits to help the transition and the SENCo will visit the primary schools to liaise with the staff to fully understand the needs of the students. We run different courses for transition from KS2 to KS3 dependent on the needs of the students.

We prepare young students for transition into the next stages of their education by providing them with advice and opportunities to discuss their transition from KS3 into KS4 and during Year 11 the school works with the Adviza Service to help coordinate the next stages of their education.

Who to contact

If you are concerned about your child the first person to approach would be their tutor. The Head of Learning community or the SENCo are also available to help you.

If you'd like to provide feedback to us about SEND provision please contact the SENCo.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

If you'd like to know more about opportunities for children and young people with SEN and their families, support groups or information about SEN these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>. Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems