



Wood Green School SEND Information Report



These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND).

The link to Oxfordshire County Council Local Offer:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

The link to the government advice pages on SEN

<https://www.gov.uk/children-with-special-educational-needs/overview>

About our School

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

- Communication and Interaction needs- this includes children who have speech, language and communication difficulties, slower processing difficulties and includes autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties, for example 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.

The above four SEND categories are definitions of special educational need found in the 2014 Code of Practice.

We are a mainstream school with an Area Resource Unit, housed within the Achievement Centre, catering for up to 20 children with Moderate Learning Difficulties.

Who to contact?

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs A Turton (a.turton@wgsnitney.org.uk). You can also contact the Inclusion administrator, Joanne Williams (j.williams@wgsnitney.org.uk). Our SEMH lead is Mr M Bonsell (m.bonsell@wgsnitney.org.uk), the Head of The Achievement Centre is Mr S Hart (sj.hart@wgsnitney.org.uk) and our SEND governor can be contacted via the Clerk to the Governing Body clerk.gov@wgsnitney.org.uk.

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

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 or disability.
- How we assess children and plan for their Special Educational Need or Disability, 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 parents/carers and students in decision-making processes.

Please see the link above to read Oxfordshire County Council's guidance. Please also see our School Offer (attached) which documents our support and extensive interventions.

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 or Disability.

We work closely with children and young people with SEND and their parents/carers to agree outcomes and how we will all work towards these, and then to review progress. We do this by holding annual reviews, inviting parents to review meetings and parent evening meetings, phone calls and email contact when appropriate.

There are also opportunities for parents/carers and students to contribute to our policies on SEND. We do this by listening to pupils, staff, parents and others and by responding to suggestions or concerns during our SEND Review Meetings.

Governors also play an important role in reviewing the SEND and other related policies.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEND. Details are published on the school website. High quality teaching differentiated for individual students is the first step in responding to students who have or may have special educational needs.

Sometimes students require something additional and different to what is available in the classroom. For these students we offer a range of support and intervention programmes to accelerate student progress from Year 7 to Year 11. This may include a Fresh Start Plus programme in Year 7 where students have three timetabled lessons each week focussing on reading accuracy/speed, comprehension, inference and writing skills or LEXIA (a computer-based literacy programme).

What expertise can we offer?

The SENDCO has the National Award for SEND coordination (NASENCO) and a Post Graduate Certificate in Working with Children with Literacy Difficulties. All staff have basic awareness training in SEND.

Our team of teaching assistants have received a breadth of training to promote the progress of all children with additional needs, including supporting young people with autism, students with literacy needs and those who need interventions to boost self-esteem and confidence.

We have Higher Level Teaching Assistants who have received specific training in Communication and Interaction Difficulties, Specific Learning Difficulties or Cognition and Learning in addition to staff who support students with high level Social Emotional and Mental Health needs.

The schools' Teaching and Learning policy is rooted in meeting the needs of all learners. We hold training for staff in supporting students with exam access arrangements and getting the most out of SEND reviews. We also ensure that specific, individual information for supporting students with SEND is disseminated to relevant staff in a timely and consistent manner.

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

- Educational Psychology
- SENSS (Special Educational Needs Support Services) 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/service.
- Oxfordshire Schools Inclusion Team
- The Local Authority Early Intervention team
- Hospital School
- School Nurse
- School Counsellor

We also work with other services and organisations, which are involved directly with the family (with the family's permission).

We always discuss the involvement of specialist SEND services with parents/carers first.

Information about these services and what they offer can be found on the Oxfordshire County Council SEND website (link above).

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school via the review system. In addition for children/young people with SEND the student's data is considered and their Student Profile updated with the feedback from all staff who have worked with the student.

We also regularly review the support that's been in place and assess whether it 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; this is analysed by the SENDCo regularly across the year.

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>

Access Arrangements

Access Arrangements can be organised for students who have a documented history of need. There are several types of arrangement, ranging from extra time, readers and scribes, to special rooming. Access Arrangements provide an equal playing field for students who have a Special Educational Need. For a student to qualify for Access Arrangements we have to show that the student meets the requirements of the Joint Council; for Qualifications (JCQ). This involves an assessment undertaken by a specialist assessor, in addition subject teachers must be able to demonstrate that the student regularly needs extra provision in order to access the curriculum.

For students who have a medical or one-off type of emergency and need exam considerations (for example bereavement, broken bones) , please contact our Examinations Officer, Mrs Louisa Nutt (l.nutt@wgswitney.org.uk).

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

All students have dedicated tutor time every day. We listen to the views of children/young people with SEND by meeting with them regularly and taking appropriate action. We take bullying very seriously. We help to prevent bullying of children/young people with SEND 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 students with SEND we:

- Work closely with primary schools and offer extra visits to help the transition. The SENDCo will meet the primary school staff to fully understand the needs of the students.
- Hold meetings with the SENDCO and pastoral staff allowing time for parents/carers to talk through the specific needs of their child.
- Encourage parents/carers to visit a variety of schools, to ensure a balanced perspective.
- 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.
- Supporting choices for GCSE and vocational courses- for example, in conversation with students and parents/carers at the Year 9 Parent Information Evening.
- During Year 9-11 the school works with the Adviza Service to help coordinate the next stages of their education.
- “Moving On” plan for all students with an EHCP
- Career Fairs
- Mock Interview programme

Who to contact if you are concerned about your child?

The first person to approach would be their tutor. The Head of Year or the SENDCo are also available to help you. If you would like to provide feedback to us about SEND provision, please contact the SENDCo.

If you would like impartial advice from SENDIASS (Special Educational Needs and Disability Information, Advice and Support Services) contact

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire/advice-parents>