



ALLESTREE WOODLANDS SCHOOL

SEND REPORT 2018

SEND Information Report

ALLESTREE WOODLANDS SCHOOL, Blenheim Drive Allestree DERBY, DE22 2LW

1. What is the provision for SEND at AWS?

AWS is an inclusive school where everyone is made to feel welcome regardless of ability or need. An holistic approach to learning is adopted.

Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to ASPIRE and ACHIEVE their full potential.

Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning and a great deal of work on the Magenta Principles has been completed.

We strive to value all pupils and staff equally, reducing barriers to learning and providing, where possible, the required support so that all students feel able to participate.

AWS caters for students with all needs including physical, cognitive and social emotional needs. AWS has dedicated Autism Champions and an enhanced resource facility for profoundly deaf students.

2. How do staff at AWS know if a pupil needs extra help? How do we monitor the progress of all pupils in order to aid the identification of pupils with SEND?

The SEND team under the guidance of the SENDCo and Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeder schools through our thorough transition programme) prior to the child's entry into the school.

Where needs have not been previously identified staff have an obligation to report observations to the SENDCo and HLTA responsible for Transition. In addition, comprehensive tests are completed and observations made of students in year 7 to identify any additional needs. In year 9, additional testing takes place to identify access arrangement needs for KS4.

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Regular assessment data checks are taken across the whole of the curriculum giving staff an overview of the rate of individual progress. Any concerns are then discussed with the SENDCo. In addition the SENDCo collates an SEND tracker and intervention trackers to monitor both academic and pastoral progress of all SEND students.

3. How is the effectiveness of provision evaluated at AWS?

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils during the academic year.

Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire and parents are encouraged to correspond regularly with the ELF team. Pupil progress is monitored on a termly basis in line with the SEND Code of Practice.

The Enhanced Learning Faculty offer an 'Open Door' policy for students to the HUB and all the support services it provides and also gives opportunities for parents to access the SENDCo, Deputy SENDCo and ELF team members via telephone, email or through appointments at school or home .

The SENDCo, Deputy SENDCo and team members also attend parents' evenings. Raise on line provides the school with data showing AWS performance against national averages and the SENDCo

shares relevant progress data with the City SEND panel, Head, Parents and Governors. OFSTED reports are published on the school website and as part of the school offer for SENDD.

4. How will both school staff and parents know how individual students are doing?

Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

Once a pupil has been identified as possibly having a SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class along with a team of other professionals allocated to the school.

Teaching Assistants (TAs) and Communication Support Workers (CSWs) are also part of the identification process. Data tracking of students on a termly basis takes place and discussions with subject faculty directors to monitor SEND progress are conducted regularly.

Through the above actions it can be determined which level of provision is needed and if appropriate a provision map is drawn up with parental consultation and any EHCP applications made.

Students are categorised for need into 4 sections:

EHCP – Statemented learners

Wave 2 High level Needs with additional targeted Intervention

Wave 2 Medium level Needs with class support as needed

Wave 1 Some support required from class teachers

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school. Any child placed on the SEND register is indicated through direct contact with staff and a letter to parents explaining the rationale for their child being placed on the register, at what level and a description of their need.

The student is monitored if concern is raised by a parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

Pupil progress meetings, academic tutorials, structured conversations, intervention work and parents' evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

5. What is the school's approach to teaching pupils with SEND?

Under the new SEND reforms of 2014 all teachers will move towards a fully inclusive approach to education: *'Every Teacher is a Teacher of SEND'*. Quality First Teaching in the classroom where staff plan and deliver the curriculum to a wide range of learner abilities will form the baseline of the teaching pedagogy. A needs led approach is adopted by all staff and monitored by the SENDCo Deputy SENDCo and support staff through the use of their lesson record logs.

6. How will the curriculum be matched to a young person's needs?

In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary. Individual or small group tuition is available where it is felt that pupils would benefit from this provision. Intervention groups run before school during the school day and after school. Staff set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels. An overview of all SEND EHCP student targets is given to staff annually.

7. How are decisions made about the type of support a young person receives?

All pupils with SEND will have access to Element 1 and 2 of a school's budget (Notional Budget) which equates to up to £6,000. Some pupils with SEND may access additional funding. This TOP UP funding is applied for and devolved from the City SEND panel. TOP UP funding is allocated on a needs basis from 5 additional hours (£3,000) to 15 additional hours (£9,000). In extreme needs cases the SENDCo can apply for additional targeted funding. A needs analysis is completed in collaboration with all professionals involved with a student and including parents, carers and the student themselves to determine the relevant support. This is noted on and agreed via the students Provision Map.

8. How will students with SEND be included in wider school activities?

As an inclusive school, every effort is made through the work of the Pastoral Team, school staff and wider community support workers such as the School Pastor Team, to ensure that all students are encouraged and feel able to participate in all activities offered as enrichment opportunities outside of the classroom. Students are considered on an individual basis according to their needs and support is appropriately provided including trips, PE activities and teams, in-school events, assembly performances and wider community activities.

9. Is there any support for an individual pupil's health and wellbeing?

Through the network of House Teams and the emotional support of each form tutor, pupils are able to feel safe and secure in school. Tutor time provides an opportunity each day for pupils to touch base with their tutor/mentor and discuss any concerns. This support feeds into the overall Inclusion Team; Heads of House, Pastoral support workers, behaviour coordinator, in class support workers, social and emotional health tutor, school medical team and external visiting professionals where further guidance can be found. The school has a student support counsellor and school nurse who both take referrals from the Inclusion Team. Pastoral teams support SEND staff and PSHE lessons incorporate all aspects of the students' Health and Well Being, including bullying. Separate policies can be found on the schools website under PARENTS: POLICIES.

10. The Special Educational Needs Leadership Team at AWS is:

Mrs Lisa Mills: l.mills@woodlands.derby.sch.uk SENDCo

Mr Tom Bate: t.bate@woodlands.derby.sch.uk Deputy SENDCo/ERF Lead for Deaf Students

Miss Emily Heron: h.heron@woodlands.derby.sch.uk HLTA Specialist ASD lead

Mrs Jane Ward: j.ward@woodlands.derby.sch.uk Specialist Dyslexia teacher

Mr S Roe and Miss H Smith: s.roe@woodlands.derby.sch.uk
h.smith@woodlands.derby.sch.uk LAC and Safe/Guarding & Child Protection
Provision for Looked After Children /SEND and detailed information can be found on our website under Policies.

Close working relationships with relevant external professionals are maintained and regular meetings take place at least half termly. Biweekly reports are sent to the relevant parties.

Please refer to our separate Equality and Accessibility policies for further information regarding SEND and Accessibility and SEND and Looked After Children. These can be found on our Website under POLICIES

Mrs R Lawmon and Mr G Duffy: Admissions r.lawmon@woodlands.derby.sch.uk
g.duffy@woodlands.derby.sch.uk

Supported by a team of Communication Support Workers and Teaching Assistants

11. What training have support staff supporting SEND had?

We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Strong links with feeder primary schools and the professionalism of staff at these schools have been forged and school-school presentations are completed as CPD for staff.

The SENDCo and deputy attend relevant SEND courses, including the city SENDCo meetings, to share good practice and keep up to date with changes. The SENDCo has completed a Master in special education and the NASENCo National Award.

The HI team supporting deaf students complete BSL courses in sign language. Staff attend training events, both in house and nationally. This includes opportunities for apprenticeships and volunteer support workers via links with Derby College and Derby University.

The SENDCo is on the board of the SEND Panel for City Autism Professionals, Derby College Young Learners into Vocational Courses Panel and The Derby University SEND Professionals Group.

The Deputy SENDCo attends regular multi professional meetings for those involved in deaf education in Derby and also ERF meetings with other Teachers of the Deaf throughout Derbyshire.

Visiting specialist providers of SEND training have given talks and led workshops for staff on Autism, Social Emotional Health disorders, Eating disorders and Separation Anxiety.

12. What specialist services are accessed by the school?

AWS receives further support from Schools and Families Specialist Service (various departments), Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), STePS (Autism support) , Kingsmead school (monitoring placements) , Paediatric Audiology Dept (Royal Derby Hospital), Nottingham Auditory Implant Team, Royal School for the Deaf, Connexions, and SEND link advisors/Panel

13. How accessible is the school setting?

The school building provides wheelchair access, lifts, accessibility toilets, disabled toilets and offers a small sensory room, dedicated medical facilities and changing facilities for disabled students. AWS has a suite of SENDD rooms and operates a full Equality and Access Plan for SEND students. This Holistic approach emphasises our belief in 'education for all'.

14. What are the arrangements for consulting pupils and parents of pupils with SEND?

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up with regards to provision. By fostering strong links between home and school, a working relationship can provide a secure base for the development of every individual.

15. Any Complaints?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, Deputy SENDCo (ERF) or the designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary. Concerns of admissions for SEND are directed via the city SEND Panel and the school. Admissions of EHCP SEND students are granted on an 'ability to meet needs' basis. If the school is able to meet the specific needs of a student it will consult with the city panel for SEND and offer a place. If the school is unable to meet needs, it will inform the SEND panel and provide detailed information as to its decision.

16. How does the governing body involve other organisations and services?

AWS invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The link governor meets with the SENDCo termly and works in the care / support profession.

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

17. How does the school prepare students for transition?

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

Students will grow and develop through the PSE programme of workshops and lessons throughout KS3 and KS4 enabling social and emotional skills to accompany and enhance academic studies.

A comprehensive transition period takes place in the final term for vulnerable students who have opportunities to attend school sessions and afternoons at the school prior to transition day.

Post 16 provision and transition visits are completed. Students are supported with University Visits where possible and on open days. Support with apprenticeship applications is given. Work experience and taster days are offered to all SEND students at all levels in all key stages.

18. Further Information?

AWS Special Educational Needs Policy and Comparative Progress and Achievement data of SEND students offers further detail on the points contained in this report. Please refer to the school website for these documents and more information as well as the DERBY CITY Local Offer website for EHCPlan information.

School telephone 01332 551921

HUB extension number 627

Lisa Mills

SENDCo

September 2018

Praise from OFTED:

Disabled students and those who have special educational needs are very well supported by teachers and teaching assistants and have additional sessions in the 'Hub', a resource unit for all students who might need extra support. If strategies appear not to be working then they are changed. As a result, students at school action, school action plus or with a statement of additional needs are doing well and making good progress in relation to their starting points. The small number of students who speak English as an additional language are equally well supported to make good progress.

- Students in the hearing impaired unit are making good progress because of the quality of support they receive and their own hard work. There is a gap in the attainment of these students and others but the gap is narrowing each year. All these students make good progress from their different starting points.

- Teaching assistants make a strong contribution to the quality of students' learning. Their support for disabled students and those who have special educational needs ensures that these students are interested and motivated and able to make the same good progress as others.

- Students in the hearing impaired unit make good progress both in mainstream lessons and with their specialist teachers of the deaf. Teachers support the learning of these students by providing motivation and guidance, not by doing the work for them. Students and staff communicate with each other by sign language whenever necessary. All the students have individual teaching assistants who make sure that they are able to take full part in lessons across the school.

- A new special educational needs coordinator, who took up post in September 2013, has reviewed and improved all aspects of the school's work for disabled students and those who have special educational needs. As a result, these students are making at least good progress

- Management of the hearing impaired unit is highly effective. Students are fully integrated into the mainstream of the school. A skilled team of teachers and teaching assistants fully support students in lessons across the school so that these students are able to make good progress. The gap between their attainment and that of other students has narrowed.

The school has the following strengths

- The enhanced provision for pupils with hearing impairment is effective. Pupils feel well supported and resources are deployed effectively to meet pupils' needs.
 - The programme for the personal, social, economic and health development of pupils is well planned and effectively delivered.
 - The programme for careers education is well planned and informative, so that almost all pupils secure places in education, employment or training by the end of Year 11.
- teachers accurately and consistently use assessment information when planning learning activities, so that they build on what pupils already know and can do
- teachers consistently have high expectations of what pupils can achieve, so that all pupils are challenged, know how to make good progress and present their work well
- disadvantaged pupils receive better support in their lessons, so that they can achieve the levels of which they are capable
- The leadership of pupils who have special educational needs (SEN) and/or disabilities is effective and strengthening. The additional funding for eligible pupils is now better focused on ensuring that more pupils make the progress that they should. Additional adults, including teaching assistants, are providing effective support in the classroom. Pupils talk very positively about the support they receive from the specialist resource base for hearing impairment. This includes the specific support provided by communication assistants.
 - Pastoral leadership is a strength of the school, particularly in the care extended towards pupils who may find themselves in difficulty.
 - Additional adults support pupils who have SEN effectively. Their actions are helping to improve the progress made by lower-attaining pupils and those who have SEN and/or disabilities. Pupils who have hearing impairments spoke positively about the help and support that they receive from communication assistants.
 - Pastoral care is a strength of the school, and pupils and parents say that they value the care and support provided towards meeting the welfare needs of individual pupils. Furthermore, pupils engage in charitable work to raise funds for a range of causes in support of the needs of others.
 - The progress of pupils who have SEN and/or disabilities has improved since 2016. In 2017, their progress was above the national average in science and mathematics. However, overall progress remains below that made by other pupils nationally with similar starting points.