

SEN Information Report

Reviewed September 2018

The Woodland Education Centre is committed to supporting students and helping the majority of them develop the skills they need to return to mainstream education. To be successful in this area it is important that any individual's special educational needs or barriers to learning are correctly identified and appropriate support provided.

All the students who attend The Woodland Education Centre have been referred from mainstream schools. Many of our students remain on roll with their original schools and often return to these schools. Identification of Special Educational Needs and specific barriers to learning is therefore initially based upon the information that the mainstream school provides and interventions that they have employed. It is important however that a clear and complete academic profile is created for each student when they arrive. In order to do this a range of baseline assessments are carried out when a student starts at Woodlands. These are used to develop a profile of the student so that lessons can be planned appropriately to support an individual's needs and if necessary appropriate interventions can be delivered.

Students make progress at the Woodland Education Centre as a result of quality classroom teaching. This is supplemented where necessary through small group and individual interventions. There is also a whole school focus on literacy and numeracy that aims to support and develop the work covered in the core lessons throughout all the subject areas. There are also specific reading lessons built into the Key Stage Three timetable to encourage students and develop their skills and confidence. For those students who have identified Special Educational Needs progress is ensured through regular retesting and tracking using the most relevant assessment. As it is recognised that many students with Special Educational Needs and especially those with Social, emotional and mental health needs struggle to engage with frequent formal assessments much of the tracking of this progress is carried out through ongoing in class assessment.

Once it has been established through consultation with the student, parents and any other professionals involved that a student is ready and able to return to a mainstream school an induction plan is produced. This means that the mainstream school is able to meet the specific Special Educational Needs of the student immediately and continue to address any barriers to learning.

The Special Educational Needs Co-ordinator at the Woodland Education Centre is Amanda Millar Adams. Amanda has over thirty years' experience as a teacher. During this time, Amanda has gained the National Diploma for Special Educational Needs. She leads a team of 2 full time and 1 part time Higher level-Teaching assistants. One Member of the team is a trained ELSA (Emotional Literacy Support Assistants. The SEN team aims to work closely with the pastoral team. This team support the young people through academic mentoring. All teachers at the Woodland Education Centre have a responsibility for providing quality in-class support for Special Educational Needs.

The Special Educational Needs Co-ordinator is responsible for co-ordinating the provision of special educational needs throughout the school. This includes:

- Overseeing the day to day operation of the SEN policy;
- Providing leadership, advice and support to staff, in the area of special educational needs;
- Working alongside staff to assist them in identifying and planning for children's needs and ensuring that pupils make progress;
- Assisting in the monitoring and evaluation, of the progress of pupils with SEN;
- Ensuring that all aspects of Educational health care plans are appropriately managed. This includes the application for new EHCPs, ensuring the aims and focuses of the plans are evaluated and met and the effective planning for annual reviews;
- Overseeing the procurement and maintenance of resources for special educational needs;
- Liaising with outside agencies and providing a link between these agencies, class teachers and parents/carers;
- Facilitating and contributing to the in-service training of staff in regard to SEN;
- Monitoring, evaluating and reporting on the provision for pupils with SEN to the Management Committee, in conjunction with the Member

for Special Needs;

- Overseeing the management of the school's SEN register;
- Co-ordinating access arrangements, for SEN pupils;
- Liaising with the SENCOs in mainstream schools, to ensure a smooth transition to and from the centre;
- In conjunction with class teachers, liaising with parents/carers of pupils with special educational needs, so that they are aware of the strategies being used, and encouraging them to be partners in the process;
- Managing all statutory documentation relating to special educational needs.

Class Teachers are responsible for:

- Leading SEN provision, within the classroom by providing appropriately differentiated and inclusive lessons;
- Effective management of the Teaching Assistants within lessons.

The vast majority of Special Educational Needs have been identified by the mainstream feeder schools before the students arrive at the Woodland Education Centre. The baseline assessments that are carried out are, on the whole, to identify the current level of need and the most appropriate intervention. This is especially critical where students have had anytime out of education or have not been engaged when attending their mainstream school. Staff are made aware of the results from these assessments and any interventions through the induction paper work. It is recognised that communication is vital to keep teachers and other members of staff up to date with any developments. These are provided therefore through daily staff briefings, via email or through discussions with relevant staff. During the briefings sharing of expertise is welcomed and encouraged.

As the Woodland Education Centre is a temporary provision it is deemed inappropriate for it to be named within an Educational Healthcare Plan as a placement. There are however occasions when a student with an Educational Healthcare Plan is placed in the centre for a period of time. When this occurs an Annual Review is called. At this meeting, decisions are made regarding the continuation of the EHCP: the effectiveness of provision is reviewed and objectives and strategies amended accordingly. New long-term objectives for the following year are set if necessary. All relevant professionals are invited to attend or submit a written report. Parents/carers attend and the pupil's views are considered.

All students receive a yearly progress report as well as 6-week review meetings. Academic and social progress is considered in these interviews with a focus on returning to mainstream provision. Parents are also encouraged to meet with staff if there are any SEN or broader issues that need resolving.

Regular testing is built into the intervention program. This means that those students who are getting extra support in areas such as reading have their progress assessed. The type and frequency of this assessment is dependent upon the needs of the individual. This tracking of progress is not only used to measure the effectiveness of the intervention on the individual student but also on the effectiveness of the intervention as a whole.

The Woodland Education Centre follows the wave model to teaching and SEN support. This means that where possible, we try to meet individual needs of students, within the classroom, through ensuring that our planning and teaching are effectively differentiated: however, if it has been determined that a child is not making satisfactory progress, specific interventions, strategies and approaches can be implemented on a one to one basis or within small groups. These interventions are reviewed and their effectiveness evaluated.

Examples of factors that may indicate the need for specific interventions are:

- The student makes little or no progress even when teaching approaches are targeted to their particular needs;

- S/he shows signs of difficulty in developing skills in literacy or mathematics;
- S/he shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour strategies used in school;
- S/he has communication and/or interaction difficulties which lead to them making little or no progress.

The Woodland Education Centre supports all of its students by having classes no bigger than eight. This high staff to student ratio does mean that there are some limitations to the curriculum that can be offered. There is however recognition that many students benefit from a curriculum with significant opportunities for practical subjects.

The Woodland Education Centre has close links with other providers such as Oarsome Chance, Music Fusion, and Apex. Each year a number of the Woodland Education Centre students will attend these and other providers to ensure that their individualised curriculum reflects their particular needs.

The designated teacher for Looked after Children at the Woodlands centre is Amanda Miller - Adams. The designated teacher is always formally involved in the provision planning for all students Looked after children who have identified special educational needs.

All year 10 and year 11 students are provided with transition meetings to support them during their move to post sixteen education. Where necessary staff from the Woodlands Education Centre support them with visits, applications and interviews at their chosen post sixteen provision.

Accessibility on the whole is good as Woodlands is a relatively new built for purpose centre. All parts of the centre are on one level with good wheel chair access. There are 2 Disabled toilets available which are alarmed for assistance?.

When students have had specific disabilities or illnesses all staff are provided with the relevant specific training. A record of who has had such training is kept.

Parental consultation occurs during the termly parents evening. If more frequent or immediate meetings need to be held to discuss Special Educational Needs or any other issues meetings can be arranged through reception. Every effort will be made to hold these meetings within one working week of the request being made.

There are occasions where effective consultation requires other professionals to be present. If the particular student has a statement the annual review may be brought forward.

It is understood that students who have special educational needs can be more susceptible to bullying and other types of peer on peer abuse. The woodland centre is active in dealing with any identified or reported bullying in accordance with the behaviour policy.

Any complaints regarding to Special Educational Needs at the Woodland Education Centre should be made to the Head teacher. If there is no resolution a complaint can be made to the Management Committee. The Management Committee can be contacted via the centre's main office. The member of the management Committee responsible for Special educational needs is Julia Vincent.

The Woodland Education Centre serves the Havant area and beyond and therefore makes up part of the Hampshire SEN local offer. This can be found at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>