



# ALLESTREE WOODLANDS SCHOOL

SEND REPORT

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Enabling aspiration and achievement through delivery of a knowledge-rich curriculum underpinned by our CORE values:

COURAGE

OPTIMISM

REGARD

ENDEAVOUR

## SEND Information Report

At Allestree Woodlands School, we pride ourselves on the warm and friendly atmosphere of the school. Relationships are important and our aim is to ensure that every student feels safe and happy. We strive to provide the best for all students and believe that every young person deserves the chance to feel successful at school. We need not define our ethos for students with special educational needs and/or disabilities (SEND) as something separate, as an inclusive and diverse school we are proud that our mission and values apply equally to all.

Our approach to inclusion is aligned to our CORE values of;

Courage

Optimism

Regard

Endeavour

We are a mainstream and inclusive secondary school based in Allestree, Derby City. We support a wide-range of needs and are proud to be an Enhanced Resource for Deafness.

### What is a SEND information report?

A SEND information report is a document that sets out what a school provides for students with special educational needs and/or disabilities (SEND) throughout their studies. It explains how the school supports students in a question / answer format.

## What questions are answered in this document?

1	What types of SEND does Allestree Woodlands School provide for?
2	Who is the school's Special Educational Needs Co-ordinator (SENCo) ?
3	What is the school's approach to teaching students with SEND? - For students in the classroom - For students outside the classroom
4	How does Allestree Woodlands create an accessible curriculum for learning with SEND?
5	How does Allestree Woodlands decide if a student has Special Educational Needs?
6	What do we do if a student is struggling?
7	Is the schools' building accessible?
8	How does the school enable students with SEND to engage in activities with other students who do not have SEND?
9	How does Allestree Woodlands School consult guardians of students with SEND and involve them in their child's education?
10	How does Allestree Woodlands School consult students with SEND and involve them in their education?
11	How does Allestree Woodlands School assess and review students' progress towards their outcomes?
12	How does the school support students moving between different phases of education?
13	How are students with medical needs supported?
14	Is there any support for an individual student's emotional and social development?
15	What expertise and training do staff at Allestree Woodlands School have to support students with SEND?
16	How does the school secure specialist expertise and how do we involve organisations in meeting the needs of students with SEND?
17	How does the school evaluate the effectiveness of our SEN provision?
18	How does Allestree Woodlands School handle complaints from guardians of children with SEND about provision made at the school?
19	How does Allestree Woodlands School safeguard pupils with SEND?
20	Does the school provide Exam Access arrangements?
21	Who can young people and guardians contact if they have concerns?
22	What other support is available outside of school?

## 1. What types of SEND does Allestree Woodlands School provide for?

Allestree Woodlands School is an inclusive school where everyone is made to feel welcome regardless of their prior attainment or need. The school supports the four areas of SEND as defined in the SEND code of Practice (2015):

1. Communication and Interaction (C & I): E.g. Those students on the autistic spectrum.
2. Sensory and Physical (S & P): E.g. Those students with a physical disability or sensory need such as cerebral palsy or Deafness. The school has an enhanced resource facility for young people who are profoundly deaf with an EHCP.
3. Social, Emotional and Mental Health (SEMH): E.g. Those students experiencing an emotional, social or behavioural difficulty.
4. Cognition and Learning (C & L): E.g. Those students with a specific learning difficulty such as dyscalculia or dyslexia

## 2. Who is the school's Special Educational Needs Co-ordinator (SENCo)?

Mr Tim Barker is the school's SENCo.

The SEND Team at Allestree Woodlands can be contacted via the school's telephone number 01332 551921 or by email [SEND@woodlands.derby.sch.uk](mailto:SEND@woodlands.derby.sch.uk).

### 3. What is the school's approach to teaching students with SEND?

#### *For students in the classroom...*

The classroom is the place in which all students should experience high quality input from their teacher, those students with SENS are part of this vision, practice and GCSE success. In partnership with SENS leaders, subject teams construct ambitious curriculums that consider the needs of all learners. These curriculum overviews are available on our website for your information

Teachers adapt the learning to consider the needs of all learners in each class, including those with SEND. This is known as adaptation and is a very varied approach specific to the individuals in the class. It may involve considering how an extra support adult is deployed within the classroom to support learners. In order to do this effectively, the Learning Support team provide information through an IEP (individual education plan) along with staff training on any, areas of SEND/ specific students with additional needs.

#### *For students outside of the classroom....*

Enriching learning with opportunities outside of the classroom is something the school is fully committed to and like all aspects of our work it applies equally to all students. We have a huge range of clubs, activities and trips that are open to all our students. If necessary, we make adaptations to ensure students with additional needs can take part. Below is a list of some of the clubs we offer:

- Social Skills Groups (including Think for the Future)
- Emotional literacy clubs (including Zones of Regulation)
- D of E Awards (including Bronze and Silver)
- Music clubs (including choir, guitar club, jazz band)
- Drama clubs (including school productions)
- PE clubs (including football, netball)
- Homework club (including a smaller homework club in the Hub)
- STEM clubs (Including CANSAT and Science Olympiad)

If your child is interested in a particular area of learning or enrichment please do let us know.

#### **4. How does Allestree Woodlands create an accessible curriculum for learners with SEND?**

Allestree Woodlands School endeavours for our curriculum to be highly inclusive and ambitious for all learners. We acknowledge that SEND students may require adaptive strategies to access content that is delivered in order to achieve the same goals. It is therefore essential that we consider a young person's needs when creating our curriculum.

To do this effectively:

- The SEND team and SLT work closely with Curriculum Directors throughout the year to revisit and reflect on the curriculum offer in their subject
- The SEND team Deliver whole school training to staff on emerging priorities in line with the local and national picture
- The SEND team and Directors works with classroom teachers to create a pool of expertise around adaptive strategies
- The SEND team will communicate, where necessary, a young person's needs through bespoke strategy meetings with their teachers and update a student's IEP

#### **5. How does Allestree Woodlands decide if a student has special educational needs (SEN)?**

Despite high quality teaching, some students find it hard to make expected progress which may be because of a special educational need. Most students who arrive at the school in Year 7 have already had any SEN identified previously. Through the city wide information sharing event, we use this primary school judgement to inform our practice and immediately begin to monitor and review these students.

At times, a student might have an unidentified need or an emerging need that becomes apparent while at Woodlands, hence we have a variety of processes that check how students are doing and whether there is any further support they need:

1. All students take a reading age test to indicate any difficulties in this area.
2. If reading ages are in the below average range, additional tests (including phonic tests) are taken
3. Students may take a CAT tests (cognitive ability test) which offers standardised scores linked to a range of skills.

4. Teachers enter student attainment results onto the school's system at key points over the school year. The SEND and Heads of Year teams use this information to check for any concerns.
5. Staff may formally raise concerns about a student to the SEND department using our internal digital SEND referral form. This is followed up by the SEND team.
6. We may use the outcomes of the tools to make a referral to a specialist such as, the Community Paediatrician team, the CAMHS service, the Occupational Therapy team, the STEPs team, Speech and Language Therapy or any other relevant professional body. In addition to this, we can refer into the SPOA process in order to reach the most appropriate agency to support the student.
7. We talk and work with you. Our parents and carers hold the most powerful insight and key into their young person hence we ensure you feel empowered to support us in identifying any needs or concerns that might be impacting on your child's progress.

#### **6. What do we do if a student is struggling?**

Allestree Woodlands School recognises that there is no one approach that suits all and is innovative and willing to try a variety of methods to foster success for all learners. Some of the out-of-classroom strategies we use are below:

- Individual target reports: students can be placed on a target report that provide both the student, home and school with lesson based feedback.
- Mentoring: we have a range of adults and peer mentors that work with students to support their social, emotional and academic progress. This can be through weekly meetings, in class observation and support or report tracking.
- Fresh Start Phonics: An intervention designed to target students with gaps in their knowledge of phonics which in turn restricts their reading ability.
- Lexia is a reading programme that supports students with decoding, spelling and comprehension by targeting areas of phonological weakness
- Art Therapy: a non-talking therapy delivered by a trained member of our team, Mrs Hackett. Sessions involve a range of approaches designed to equip students with the tools they need in order to self-regulate.
- Social Skills Group: an intervention for our younger students on building skills for appropriate interaction and friendships.
- Laptop access: a provision for students who benefit from typing as a way of recording their learning in key subjects or across the curriculum.

- Adapted resources: modified resources for students with visual impairments or resources printed on coloured paper for students with dyslexia.

### **7. Is the School's building accessible?**

Allestree Woodlands School was re-built in 2016 and the school is fortunate to have a number of modern facilities.

The building design and layout of the academy is spacious, light and airy. The site has full disabled access and lifts provide access to all teaching areas above ground floor level. There are toilets that are accessible to wheelchair users.

The SEND team has a dedicated suite of rooms located on one corridor on the ground floor. However, we frequently audit the school in order to draw up action plans for review and make improvements for people with a range of disabilities. Please visit the section of our website for the full Accessibility Plan.

### **8. How does the school enable students with SEND to engage in activities with other students who do not have SEND?**

The school's inclusive ethos encourages participation in activities by all students. Considerations are made when planning the curriculum, planning learning opportunities, extra-curricular activities and enrichment activities.

The intended learning is made clear for each lesson at Allestree Woodlands School using techniques such as 'The Big Question' where students with and without SEND learn together exploring big ideas and important knowledge.

Students on the SEND register each have an IEP (individual education plan) where they are asked about their wishes and feelings. Staff will always signpost to opportunities for the students to engage with.



### **9. How does Allestree Woodlands School consult parents / carers of students with SEND and involve them in their child's education?**

Subject evenings, tutor meeting events and reviews occur throughout the year for all year groups. Members of the SEND team are always present for parent events.

Progress reports are sent to families throughout the academic year.

An annual review will be arranged for all pupils with an EHCP where views will be gathered and a report will be sent to the local authority.

Parents/carers can call the school on (01332) 551921 if they would like an appointment with teachers, form tutor, head of year or SENCo. All staff at the school firmly believe in the importance of working with parents/carers. Allestree Woodlands School is keen for parents/parents to feel welcome in the school and to be involved in their children's education, so please do not hesitate to contact the SENCo or any other member of the SEND team (for example Deputy SENCo) if any information is needed.

### **10. How does Allestree Woodlands School consult students with SEND and involve them in their education?**

Students are given opportunities to give their thoughts on their IEP (individual education plan). Allestree Woodlands School staff strive for students to feel safe and secure to voice their thoughts to key stakeholders through creating positive relationships. Students with SEND play a key role in evaluating our provision and their voice is heard within our quality assurance procedures. SEND students get support when choosing options and looking at future pathways.

**11. How does Allestree Woodlands School assess and review students' progress towards their outcomes?**

Students are assessed through a combination of ongoing formative and summative assessment. Student progress is tracked and interventions are put in place to ensure students are making good progress. We strive to set targets with parents/carers and regularly discuss these. Student outcomes are monitored by teachers, Faculty Directors, Heads of Year, the Senior Leadership Team, SENCo, Deputy SENCo and the Governing Board. We hold 'tutor review' twice each academic year and the SEND team give parents/carers the opportunity to meet as part of the graduated response.

**12. How does the school support students moving between different phases of education?**

The School's arrangements for students with SEND transferring between education providers are the following:

- During meetings to discuss a student's EHCP, consideration is given for the potential difficulties for a student adapting to a new environment, teacher, peer group, curriculum and expectations of a new key stage. Staff from both settings liaise to ensure the best possible transition is achieved through support.
- For some students, it might be suitable to have photographs taken of key places and people in the new setting to form a 'passport' which is shared with the student at home and school to familiarise them with the new setting and prepare them for transition. Additional visits are organised in the summer term of Year 6.
- Sometimes it can be beneficial for students to visit the school during the summer so that they are able to see their timetable and visualise their first day.

- All students are invited to Summer School which is an ideal way for students with SEND to feel more comfortable in their new environment.
- For students starting Year 7 there are a number of opportunities for parents/carers meetings. Three formal transition days are provided with additional visits available for students and parents/carers as appropriate. Tours are arranged with the SENCo, Deputy SENCos or HLTAS for students with SEND and they will be keen to attend review meetings to ensure a smoother transition.
- For students with known Special Educational Needs or Disabilities, a meeting with agencies already involved may take place to share information and make sure that support is in place prior to arrival.
- For students with SEND arriving mid-year, a meeting will be arranged (when possible) with the student and their parents/carers with key staff.
- Allestree Woodlands School aims to make transition as smooth as possible. Once the student is in school, we will make sure all records from previous schools arrive on site and, when appropriate, referrals to outside agencies are made in a timely manner.
- For post 16, the school works closely with post 16 providers to enable students to make considered choices for their next steps following Allestree Woodlands School. A transition meeting is held with the school SENCo to share information and discuss future needs. For students with an EHCP, transition will be spoken about at each review meeting – especially the ‘phase transfer meeting’ where intended destinations are named. All year 11 and 13 EHCP review meetings are concluded before Christmas to allow plenty of time for a smooth transition
- Parents/carers are strongly advised to visit all potential ‘next settings’ prior to making their final choice. The school offers support from the SENCo to visit new settings with the parents/carers if requested. Information about a range of pathways is offered.
- At EHCP meetings where it is known which school the student will be attending, the SENCo from the new school is invited to the review to meet the guardians and the student and to share information regarding specific needs to ensure smooth transition.

**13. How are students with medical needs supported?**

If a student is deemed to have a short term or long-term medical condition, the school will ensure that arrangements are in place to support them. In doing so, we will ensure that the student can access and enjoy the same opportunities at Woodlands as any other student. The school, health professionals, parents /carers and other support services will work together to ensure that a student with a medical condition receives a full education. Students with some medical needs may also be put on the SEND register, this will depend on how much their medical needs adversely impacts their life and access to education. The onsite school first aiders have overview of this area. The key document to refer to is the Supporting Children with Medical Needs Policy under our Policies section.

**14. Is there any support for an individual student's emotional and social development?**

Through the network of year teams and the emotional support of each form tutor, students are able to feel safe and secure in school. Tutor time provides an opportunity each day for students to touch base with their tutor and discuss any concerns. This support feeds into the overall inclusion team; heads of year, in class support workers and external visiting professionals where further guidance can be found. The school has a wellbeing centre manager and school first-aider, pastoral assistants, behaviour mentors, designated safeguarding lead and deputies who take referrals from the Inclusion Team. PSHE lessons incorporate all aspects of students' health and well-being. Separate policies can be found on the school's website under PARENTS: POLICIES.

Sometimes students require additional support for their social, emotion and mental health needs and the SEND department delivers a range of interventions including the Zones of Regulations, Social Thinking and Lego therapy.

### **15. What expertise and training do staff at Allestree Woodlands School have to support students with SEND?**

The SENCo has obtained the National Award for SEN Co-ordination, a Masters in Education and a level 7 Specialist Assessor qualification. The Enhanced Resource is led by a qualified Teacher of the Deaf who is one of the school's two deputy SENCos. Our other Deputy SENCo has significant experience leading a curriculum faculty and is undertaking the National Award for SEN Co-ordination. Staff in the department have a range of qualifications that includes British Sign Language and Autism qualifications. SEND is featured on the CPD programme for all teaching staff, TAs and CSWs. The SENCo is also part of the Senior Leadership Team at the school.

### **16. How does the school secure specialist expertise and how do we involve organisations in meeting the needs of students with SEND?**

Allestree Woodlands School does not have a set list of specialists, our provision is driven by the needs of our students and the list of services is as exhaustive as the needs of our students. The list below should give you a flavour of some services and people we have worked with over the past year;

- Child and Adolescent Mental Health Team (CAMHS)
- The STEPs team: a range of services who offer advice and guidance on a range of needs including specific learning difficulties, physical disabilities, visual and hearing impairments, Autism and many more.
- Paediatric audiology Department (Royal Derby Hospital)
- Nottingham Auditor Implant Team
- Junction 16
- Specialist Sensory Occupational Therapists
- The Speech and Language Therapy Team
- Think for the Future
- Catharsis

- Physiotherapists
- The Clinical Psychology Team More information about many of these services can be located on the Derby City Local Offer: <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

### **17. How does the school evaluate the effectiveness of our SEND provision?**

Allestree Woodlands School is reflective in its approach and actively seeks the views of stakeholders. The SENCo produces reports for the Senior Leadership Team and the Governing Board. All teachers at Woodlands are teachers of SEND and SEND is a priority in the schools improvement planning.

### **18. How does Allestree Woodlands School handle complaints from parents / carers of children with SEND about provision made at the school?**

The SENCo would welcome a conversation about any complaint regarding SEND initially. The school has a complaints policy which is used for all complaints including those referring to SEND provision. This can be viewed in the POLICY section of the school's website.

### **19. How does Allestree Woodlands School safeguard pupils with SEND?**

Allestree Woodlands School is fully committed to safeguarding all of our students. The school follows all the national and local policies and guidance in regard to Safeguarding Children and Young People.

*Safeguarding is summarised as:*

- Protecting children from harm
- Preventing damage to children's mental and physical health or development
- Making sure that children grow up safely, and
- Taking action to make sure all children have the best start in life.

There are four categories of abuse: Physical, Sexual, Emotional and Neglect

Research shows that young people with SEND are at an increased risk of being abused compared to students who are not identified as having SEND. Reasons include their dependency on others, communication difficulties and misunderstanding the signs of abuse.

All our staff are aware that students with SEND are potentially more at risk and are trained to identify signs of abuse. All staff have a duty to report concerns about a child. In the first instance they would report to the school safeguarding team who may then take the decision to report the case to social care.

Allestree Woodlands School knows that a more personalised approach to support students with SEND in regards to safeguarding is needed at times. The school strives to ensure that information on keeping children safe is accessible to all pupils and their parents/carers. The SENCo ensures that all staff are aware of student's needs via IEPs and a SEND register. Students with SEND may also have a keyworker who will routinely meet with the student to add another layer of support.

The school's Designated Safeguarding Lead is Rachael Brailsford. The safeguarding team can be contact via the school's telephone number (01332) 551921 or email [safeguarding@woodlands.derby.sch.uk](mailto:safeguarding@woodlands.derby.sch.uk)

## **20. Does the school provide exam access arrangements?**

It is important that students with SEND receive the additional support they require to achieve their full potential in public exams. SEND students may be eligible for additional support in exams such as extra time, the use of a reader pen or word processor or support from a human reader or scribe. We aim to embed these additional requirements as the student's normal way of working from year 7 onwards so that by the time formal exam access testing is required in year 10 there is the evidence available to support the relevant application. The school's SENCo has a qualification where he is able to administer testing for this.

**21. Who can young people and parents / carers contact if they have concerns?**

The best people to contact are:

Your child's form tutor	
Your child's Head of Year	<p>Mr Hammond (year 7) d.hammond@woodlands.derby.sch.uk</p> <p>Miss Smith (year 8) h.smith@woodlands.derby.sch.uk</p> <p>Mrs Curr (year 9) h.curr@woodlands.derby.sch.uk</p> <p>Mrs Pitter (year 10) e.pitter@woodlands.derby.sch.uk</p> <p>Mrs Porter (year 11) l.porter@woodlands.derby.sch.uk</p> <p>Miss Mills (6<sup>th</sup> form) c.mills@woodlands.derby.sch.uk</p>
Deputy SENCo	<p>Mrs Siviter k.siviter@woodlands.derby.sch.uk</p>
Deputy SENCo/ Head of Deaf Enhanced resource	<p>Mr Bate t.bate@woodlands.derby.sch.uk</p>
SENCo	<p>Mr Barker t.barker@woodlands.derby.sch.uk</p>



General SEND team	SEND@woodlands.derby.sch.uk
Headteacher	Mrs Penny g.penny@woodlands.derby.sch.uk
SEND Governors	Krishna Bainham ( <a href="mailto:k.bainham@woodlands.derby.sch.uk">k.bainham@woodlands.derby.sch.uk</a> ) Sophie Emms ( <a href="mailto:s.emms@woodlands.derby.sch.uk">s.emms@woodlands.derby.sch.uk</a> ).

## 22. What other support is available outside of school?

The Local Offer by the Authority provides provide a range of services on an individual need basis and the SENCo would welcome a conversation about options. The Authority's Local offer provides information about support services.

### Where can Local offers be found?

To find out more about the Local Offer from Derby City Council and Derbyshire County Council, please use the links below: Derby SEND local offer website: <http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities>

Derbyshire SEND local offer website: <http://www.derbyshiresendlocaloffer.org>

Derby SEND Information Advice and Support Service (SENDIASS) (formally Parent Partnership Service)

SENDIASS provide free, confidential, impartial information, advice and support for guardians, children and young people up to the age of 25 about Special Educational Needs and Disabilities.

Phone - 01332 641414

Email - [SENDIASS@derby.gov.uk](mailto:SENDIASS@derby.gov.uk)

Text - 07800005190 • Facebook- @derbysendiass