

SEND INFORMATION REPORT
April 2024

horizon



Review: Annually (April 2025)

Woodbury is a school for students with Social, Emotional and Mental Health Needs and/or additional needs such as Autism Spectrum Condition and additional cognition and and/or communication needs. As a specialist provision all students have an EHCP in place upon entry to Woodbury School and students will be placed on the school Special Educational Needs (SEN) register.

SEN Provision at Woodbury

Woodbury currently provides additional and/or different provision for a range of needs including:

- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction difficulties, for example, autistic spectrum condition and students with speech and language difficulties
- Cognition and learning difficulties, for example, dyslexia, dyspraxia moderate and multiple learning difficulties
- Sensory and/or physical disability, for example, visual impairments, hearing impairments, processing difficulties.

We understand that each of our students are individuals and bring with them unique styles of learning and differing abilities, talents, and interests. At Horizon we focus on a strength-based approach to supporting our students. This approach seeks to identify and utilise strengths that already exist for the student.

Therapeutic Services work closely with SENCo's across Horizon to ensure that the individual needs of all students are fully understood. Therapeutic Services and SENCo's work collaboratively to consider any barriers to learning, focusing on a non-labelling approach where we will work together with the student and Education colleagues to overcome barriers to learning and allow each student to make progress within education.

7C's Strength Based Framework

At Horizon we have adopted the 7C's framework (© Judith Carter 2021) for students who have Special Educational Needs. This is a strengths-based framework which provides a shared language which helps to assess barriers to learning and identify current strengths focused on seven elements encompassing 49 themes within these.

The seven elements of the 7Cs are:

- Cognition

- Communication
- Compassion
- Control
- Co-ordination
- Creativity
- Curriculum

The 7C's portfolio is completed at the beginning of the academic year and reviewed termly. This will guide our young people to identify their strengths and areas for development. The areas for development will frame the goals set for each term. Together these documents will assist the SENCo to populate the Individual Classroom Plan that will support young people to achieve their goals.

Assessing the needs of the children at Woodbury School

On entry to Woodbury School, the Horizon Assessment Framework is followed (Figure 1 and Figure 2). As part of this assessment framework, students complete Cognitive and Reading Assessments to identify those students who may require additional support during their time here. These tests are evaluated, together with information from their previous school (including end of Key Stage outcomes), their current EHCP documentation and latest Annual Review and therapy reports. Teachers regularly assess each student on a half-termly basis. For some young people for whom formal assessment is too emotionally challenging, the initial assessment will be teacher assessed.

These assessments identify those students whose progress:

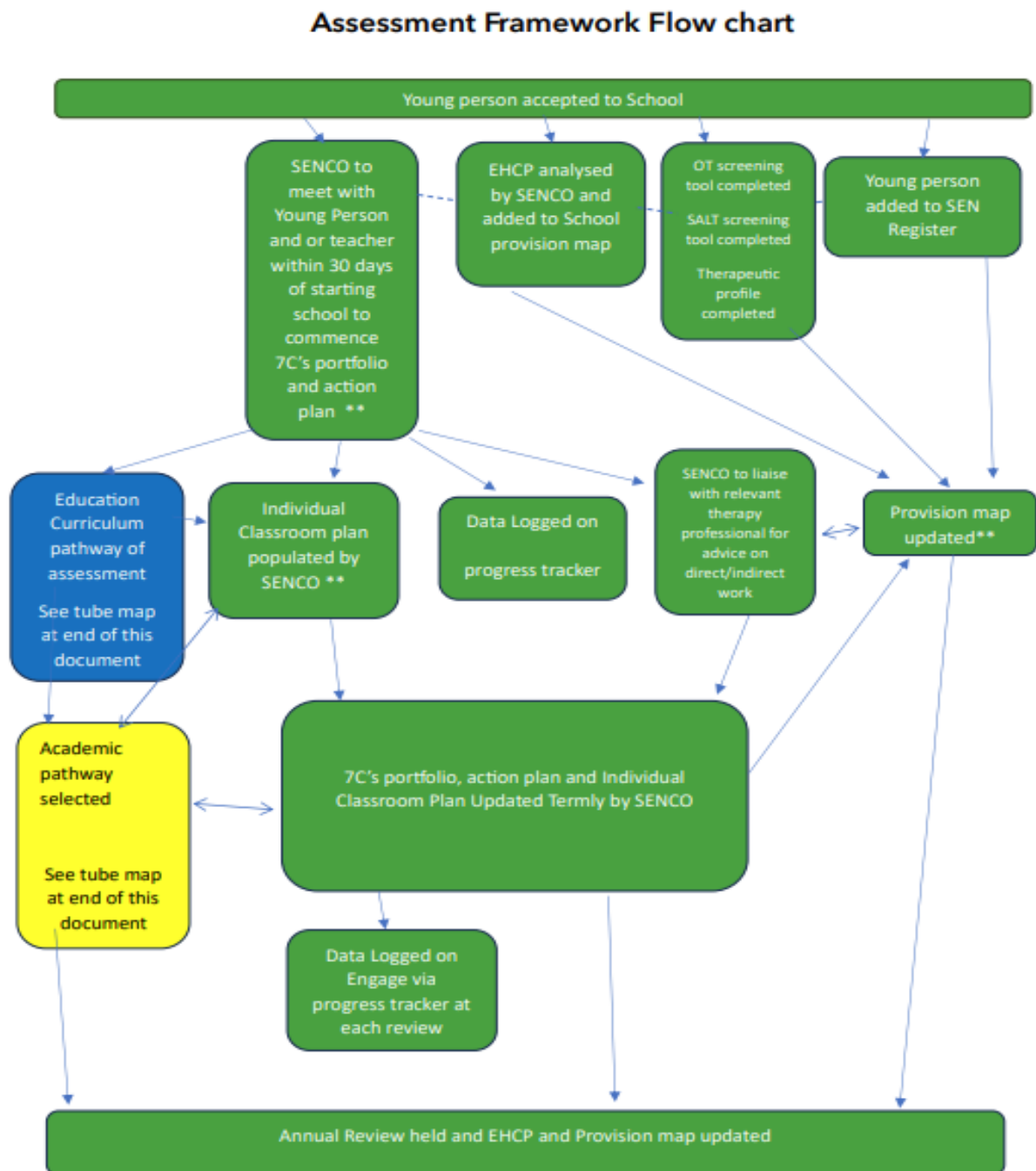
- Is significantly lower than those of their peers, starting from the same baseline
- Does not match or is better than the student's previous rate of progress
- Does not close the attainment gap between the student and their peers
- Widens the attainment gap.

Our assessments will include progress in other areas than attainment, for example, social skills or personal development.

We will work closely with parents/carers and we will consider the desired outcomes, including the expected progress in attainment and the views and wishes of the student and their parents. We will use this to determine the support that is needed in school and whether we can provide it by adapting our core offer or whether something different or additional is needed.

Throughout the academic year open communication with the SENCO (Special Educational Needs Co-ordinator) is encouraged and staff and parents/carers can also make requests for additional support. There are also strong, established links between

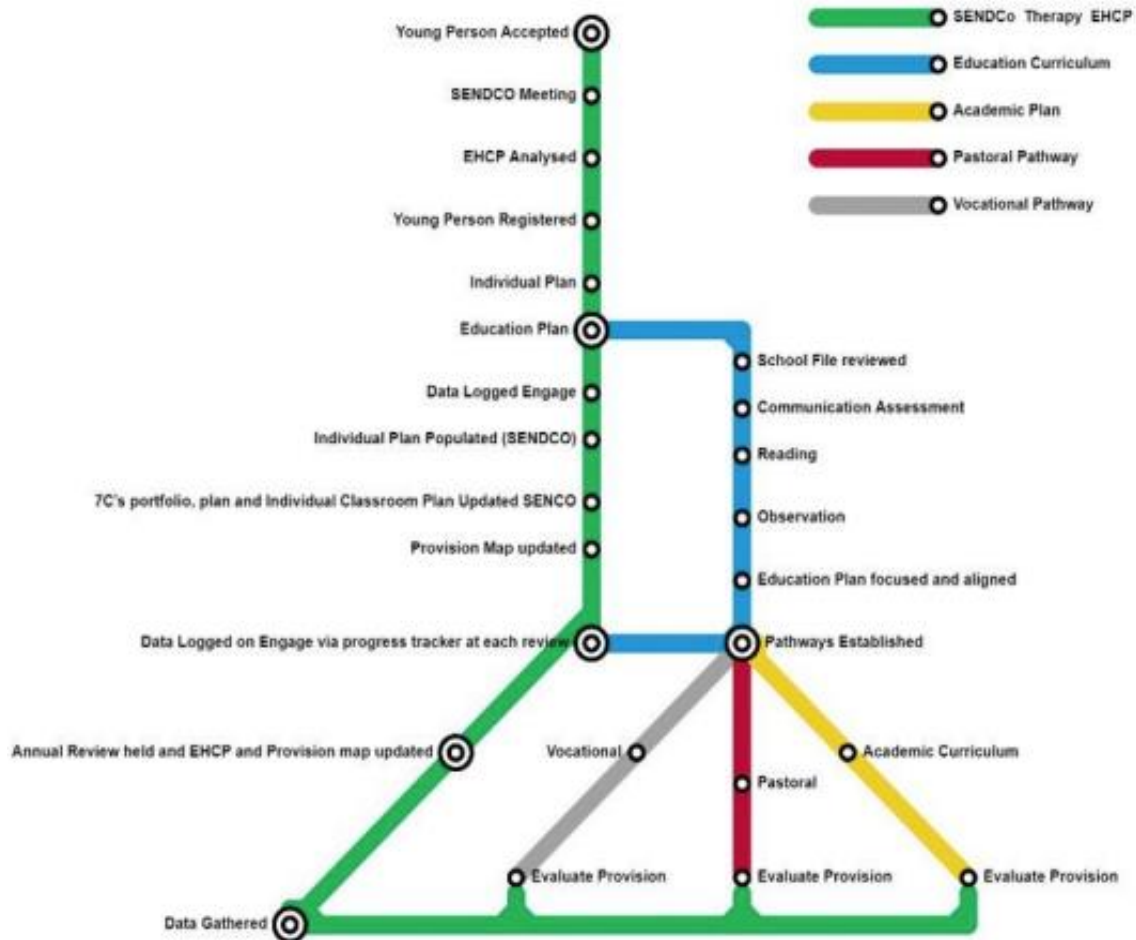
the SENCO, therapy services, the Pastoral Team, the Safeguarding Team and the Senior Leadership Team. These professionals meet on a weekly basis to discuss students who may require additional support either internally and/or via an external body. Figure 1 – Assessment Framework Flow Chart



** Provision map and Action plan then tailor ICP or prompt support from professional. i.e. areas to develop in coordination may prompt OT sensory assessment

Figure 2 – Horizon’s Education Tube Map

Education Tube Map



Consulting and involving Students and Parents

An annual review of the Educational Health Care Plan (EHCP) will take place. Students and Parental views are sought as part of this process. Students are welcomed to attend the meeting or their views can be shared on their behalf by staff if this is the preference of the student. Following a student being identified as requiring additional support from the SEND team, the school will confirm the nature of the intervention to the student and parents. Students will be monitored after the intervention has concluded, to gauge if further interventions are needed. The SEND team will share the details of the support/intervention with the student and parents. This is to:

- enable the student and their parents to provide their views on what the school

is proposing and take their views into consideration.

- everyone agrees on the intended outcomes of the support.

Notes of these discussions will be held on the student's record.

Assessing and reviewing students' progress

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Student progress is monitored regularly and formally every term. Targets are given in English, reading, writing and other areas, as appropriate, for example, attendance, engagement in learning, and behaviour.

The class or subject teacher will work with SENCO to carry out a clear analysis of the student's needs. This will draw on:

- the teacher's assessment and experience of the student
- their previous progress and attainment and attitude to learning
- other teachers' assessments, where relevant
- the student's development, in comparison to their peers and national data
- the views of the student
- the views and experiences of parents
- advice from external support services, if relevant.

Parents will be kept informed in a range of ways, including:

- Letters and certificates sent home
- Daily communication – via email or an agreed alternative if this is required
- End of the week update phone calls
- Information and individual messages and photos shared on Class Dojo
- Additional meetings – Annual Reviews
- Parents' Evening
- Reports and Assessment outcomes

Assessments will be reviewed regularly. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. There will be a regular review the effectiveness of the support and interventions that are implemented and their impact on the student's progress and make changes as

necessary.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students on what information will be shared as part of the transition. Where possible, EHCP annual reviews scheduled in Years 6 and 11 will include representation from the local authority and once a next placement has been determined the SENCO will work with school staff and parents to support with planning to enable a smooth transition for the students. Regular contact is established and maintained with the educational setting and any relevant information is shared. The SENCO and Pastoral Leads are also available to support families with visits to secondary establishments or post-16 education institutions and will, upon request, accompany families on visits. Students are supported with preparing for adulthood by regular contact with careers advisors, who have experience and knowledge of post-16 choices for students with SEND, for example, Colleges, Supported Employment or Vocational Centres.

Our approach to teaching students with Special Educational Needs

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to the students at Woodbury School. This will be personalised for individual students in line with the system of student profiles and the teacher's knowledge of the students. The curriculum will be adapted to ensure that students have equal access to a broad and balanced curriculum. The SENCo will monitor and track teaching and learning for students regularly and will provide feedback to teachers. Where necessary, the SENCo will support staff in strategies to enable students to have full access to the curriculum.

We will also draw on a range of interventions, including:

- Reading and Spelling practice
- Horizon Blocks
- Speech and Language Therapy
- Zones of Regulation
- REALS (Relationships, Emotions, Assertiveness and Life Skills)
- Pastoral support for academic anxiety

Adaptations to the curriculum and learning environment

We make it our priority to ensure that the curriculum is an ambitious curriculum for all. Teachers are responsible for differentiating the curriculum to enable full access and remove barriers to learning. For example, a student with Communication and Interaction difficulties may require the use of visual aids to support with choice

making. Regular training is provided to teachers and support staff in the range of strategies that can be adopted to facilitate students' access to the curriculum. Teachers will refer to subject-specific considerations, particularly how to support students in subjects with high cognitive overload.

Woodbury School is situated in a suburban village in Wolverhampton. The school is a small, one level building. All classrooms are situated on the ground floor and are accessible. Paths enable access to the outdoor spaces.

Further details of the adaptations the school has made to the curriculum and learning environment can be found in our Accessibility Plan.

Additional support for learning

Where students are identified as needing further support in a particular area, additional support can include:

- A programme of interventions from trained teaching assistants, either in small groups or 1:1
- 1:1 in-class support. This is usually to support students in the short-term with the aim to re-join small-classroom provision when they are ready. Children are educated in 1:1 provision to overcome barriers in accessing learning in the lessons.

We work with the following agencies to provide support for students:

- Speech and Language Therapists
- Early Help
- Educational Psychologists
- Wolverhampton Special Educational Needs and Disabilities Information Advice and Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Wolverhampton Sensory Service for children with visual or hearing needs
- Occupational Therapy
- Wolverhampton Connexions
- Wolverhampton Strengthening families
- Inpower Academy Interventions
- Wolverhampton Virtual School Service
- Forest Schools – Educating Kids Outdoors (EKO)
- Wolverhampton Vocational Training Centre

- NOVA training

Expertise and Training of Staff

All teachers are regularly updated on SEN pedagogy. The SEND team runs regular training on meeting the needs of students with special educational needs, and often, experts in a specific educational need come into school to deliver training to staff. The SENCo has completed the nationally recognised SENCO Award.

There is a strong team of support staff at the school who support students with special educational needs. They receive regular training, which includes medical and personal support, neurodiversity, modification of resources, and specific training to run interventions.

Co-regulation with students

Co-regulation spaces aim to achieve optimal arousal levels, this is where level of arousal matches the environment and activity required. At school, optimal arousal is when a student can focus and remain attended.

At Woodbury School, we have a co-regulation space designated for primary and for secondary. Each of these rooms and spaces have been developed and furnished in a way to support the children to regulate their emotions. This supports our young people to achieve the optimal levels of arousal for our staff to co-regulate with them.

Here are the principles of co-regulation at Woodbury School:

- Sensory checklist will be completed with support from an Occupational Therapist or Technician
- Alerting/Organising/Calming types of activity will be selected by the supportive adult to achieve a desired response. All staff using the space need to understand the principles of co-regulation and how to use of the space.
- Planned time – For example, some young people may benefit from a sensory circuit before starting classes for the day. Transitions between classroom and co-regulation spaces will be considered as they may cause anxiety or over excitement.
- Proactive not reactive – Our staff will introduce opportunities for regulation throughout the day. Zones of regulation will support staff to monitor this.
- Supervision – A young person will always have a supportive adult with them in a co-regulation space.
- Consent – A child has the right to consent to accessing the co-regulation space or not.
- Engagement – Staff will engage with the student whilst using the space. This could be based on a sensory, relaxation or cognitive tasks. Visual timers or

visual aids will be used to help the students transition back into the classroom if required.

- Individual Classroom Plan (ICP)- structured use of the co-regulation space needs will be documented in the young person's Individual Classroom Plan. These are written collaboratively by Teacher and SENCO. The impact of the co-regulation time will be observed so that any positive impacts can be recorded and shared.

Evaluating the effectiveness of SEN Provision

SEN provision is evaluated regularly. The SENCo conducts data analysis of students' outcomes to evaluate how well students are achieving. The SEN team regularly visits classes to observe how well students are being supported to access the curriculum. Evaluation of the quality of education includes monitoring pupils' work, observing the provision that this is provided and monitoring the impact and provision of the support that is given.

Close liaison with the pastoral team and Senior Leadership team will take place to analyse whether there are any trends in attendance or behaviour incidents that could highlight the need for adjustments in the allocated provision and support.

The views of students are valued and they are given the opportunity to discuss and to suggest whether the provision provided for them is effective and whether they require any additional support or resources.

During Annual Reviews and interim Annual Reviews for students at Woodbury School, individual targets, and outcomes are closely monitored and reviewed through Individual Classroom Plans and the 7Cs portfolio to ensure that the short-term targets remain relevant and guides students to achieve their outcomes. The student takes an active role in creating these targets, and parents' views are sought at these meetings so that they feel involved in their child's education and can provide feedback on the provision the school is making for their needs.

Student voice plays an integral part in evaluating the effectiveness of SEND provision. Opportunities for students to do so include:

- Through the completion of the 7C's portfolio
- Through regular monitoring activities conducted by the SENCo
- During the evaluation of the quality of education carried out by senior leaders
- During pupil voice sessions and surveys
- As part of the Annual Review Process

Interventions are evaluated on a regular basis through observations and the impact on outcomes. The school uses guidance from the National College Training and other

suitable providers to support with developing knowledge in areas of SEN, supporting young people with SEN and the use of interventions.

Working with students with SEND who are also Children Looked After (CLA)

For children who are Looked After, the Designated Teacher will consult with the virtual school head and SENCo, as appropriate, for personalised support. The SENCo, Designated Teacher or a member of the Pastoral Team will also liaise with the student's allocated social worker to ensure all agencies work collaboratively to develop an appropriate plan of support for the student.

A review the student's needs and progress takes place regularly, for example, a 'meet and greet' approach whilst entering the school to ensure a smooth transition from their previous setting, and then, at regular intervals, we check on how the child has settled into the school. We ensure Pupil Premium funding is used effectively to enable the child to meet their outcomes. The SENCo ensures that training and policies support Looked After children with their SEND.

Enabling students with SEND to engage in activities

No student is excluded from participating in activities because of their SEN or disability and this includes both classroom-based activities and extra-curricular activities. All students are encouraged to participate in the extensive range of opportunities available as part of the school curriculum, such as sports day, reward trips, and off-site learning activities. Risk-assessments are completed to ensure that activities are suitable for our students.

Personal risk assessments are in place for identified pupils to ensure they are safe whilst in and out of school. The school site is regularly audited for accessibility, as detailed in our Accessibility Policy. The school is committed to improving the physical environment to enable all students to take advantage of our facilities and services.

Admissions

We abide by the SEN Code of Practice. Please refer to the school's Admissions Policy for further information.

Support for improving Emotional and Social development

The SEND and Pastoral departments work closely together. Regular meetings are planned when the needs of students with SEND and those students who are under review, are discussed.

There are numerous ways that Woodbury supports the emotional and social

development of students, including the following:

- SEN interventions with a focus on SEMH issues
- 'Check-ins' for identified students
- Break time provision for identified students
- Lunch time provision for identified students
- Access to co-regulation rooms
- Pastoral support
- Support from the School Therapy Team

The school operates a 'no tolerance' approach to bullying and discrimination. This is in place to support all students.

Working with other agencies

When working with other agencies, we take a holistic approach to all decisions being made with the student's best interests in mind. The SENCo and SEN team always work collaboratively with professionals involved in the provision of SEND support at the school and from external agencies where this is relevant.

Complaints about SEN provision

The school provides a range of opportunities for parents to raise concerns, if they have any, about the provision for their child. We recognise that there may be occasions when parents do not feel their complaint has been fully resolved and would want to escalate their concerns. In these cases, complaints about SEN provision in our school should be made to the SENCo in the first instance. The complaint will be then referred to the school's Complaints Policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal, if they believe that our school has discriminated against their child.

Parents can make a claim about alleged discrimination regarding exclusions, provision of education and associated services, and making reasonable adjustments, including the provision of auxiliary aids and services.

Details of support services for parents of students with SEN

CAMHS

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/service.page?id=emcpK8ZXwiw>

Young Minds

<https://www.youngminds.org.uk/>

Walsall, Wolverhampton Parent Carer Support Group

<https://walsallwtonpcg.co.uk/#:~:text=We%20are%20a%20support%20group,and%20organisations%20from%20relevant%20sectors.>

Parent/Carer Consultation Service

<http://www.educationalpsychologywolverhampton.co.uk/parents/remote-consultation-service/index.html>

Wolverhampton Information, Advice and Support Service for Special Educational Needs and Disability.

<https://www.wolvesiass.org/>

Wolverhampton Family HUBS

<https://www.wolverhampton.gov.uk/health-and-social-care/children-social-care/family-hubs>

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LOCAL AUTHORITY LOCAL OFFER

Our local authority's Special Educational Needs and Disability Local Offer is published here;

Wolverhampton's Local Offer

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>