

Woodfield School Local Offer

All schools have to set out what provision they have to offer all pupils and be specific about what they can offer pupils with additional needs. This is what we offer at Woodfield School. Please contact us directly if you would like further information on

0300 303 0610



Woodfield School must ensure that;

- Our provision is made in accordance with the SEN and Disability Codes of Practice
- We have a lead person for SEND
- We invest in whole school and targeted training for staff.
- We ensure inclusive teaching and support where needed
- We provide information on school arrangements for SEND to Parents and Governors
- We publish on our school website our school SEND policy and a description of the arrangements and specialist provisions we make for our children with SEND- including the accessibility plan.

Woodfield School Ethos

At Woodfield we will ensure that our children have access to the provision that is set out in their EHC plan.

We have specialist staff who are highly trained and able to assess pupils learning needs and carefully plan their small steps.

We have a school ethos with inclusion at its heart and believe that all pupils on their personalised pathway will make outstanding progress.

We will work with parents to make sure they feel valued and listened to, with up to date information readily available.

We will track pupils to ensure there is continuity and progression throughout their time at Woodfield and into their future.

Who are the best people to talk to about my child's SEN at Woodfield?

- **Class teacher**- responsible for planning the curriculum and differentiation and assessing your child's progress
- **Form tutor**- responsible for personal social development and health education.(PSHE)
- **Teacher in charge of SEND** Deborah Wood who is responsible for co-ordinating all the support and intervention in the school and keeping parents informed and supporting the reviews. Liaising with all agencies involved in your child.
- **Head teacher** Nick Cooper is responsible for the day to day aspects of the school and all the arrangements for children with SEN. The Head teacher has to report to the Governing Body on all aspects of SEN in the school
- **Family Liaison Officer** Patsy Hudson who is able to offer support to families
- **SEND Governor** is responsible for making sure the necessary support is made for every child who attends the school with SEN

How will I know how well my child is doing at school

- Open door policy- parents welcome to make an appointment at any time
- Partnership between parents and teachers- we will communicate regularly
- Family Liaison Officer is able to offer support and guidance on a range of topics, home visits, offers training to parents
- Speech and Language Therapy reports
- Intervention programmes and Learning Journeys
- Termly target setting days and parents evening in the Autumn Term
- A report on progress at the end of each term and termly targets
- Annual review reports and meetings

What are the different types of support available for children at this school?

	Whole school ethos and practice for all children	Additional support
Autistic spectrum condition	<p>Structured day</p> <p>Positive behaviour management strategies.</p> <p>Learning style understood.</p> <p>Differentiation.</p> <p>Rewards and sanctions.</p> <p>Communication with parents</p>	<p>Small group learning and targeted interventions</p> <p>ICT used to reduce barriers</p> <p>Augmentative and Alternative Communication systems – Makaton, The Grid</p> <p>Visual timetable, work stations etc,</p> <p>Sensory plans</p> <p>Parents involved in learning plan</p> <p>Interaction and social skills development</p> <p>Advice and intervention from our Autism specialist, Behaviour Lead Practitioner, Speech and Language Therapists and Counsellors</p>
Speech language and communication	<p>Communication, speaking and listening policy.</p> <p>All staff trained in relevant strategies</p>	<p>SALT programmes delivered by TA.</p> <p>SALT Therapist intervention</p> <p>Class based support.</p> <p>Augmentative and Alternative Communication systems- Makaton, The Grid</p> <p>Social skills group./ chat club</p>
Moderate to severe learning difficulties	<p>Differentiation</p> <p>Teaching resources are accessible and appropriate</p> <p>Multi sensory approach to learning</p> <p>Interactive environment and reasonable adjustments</p>	<p>Curriculum is adapted to meet the needs of pupils</p> <p>Targeted intervention programmes</p> <p>Behaviour management plan</p> <p>Social skills group</p> <p>Independent learning plan</p> <p>Specific goals- short steps</p> <p>Active engagement monitoring and TA hands off approach</p>

What are the different types of support available for children at this school?

	Whole school ethos and practice	Support for additional needs
Social, emotional mental health needs	<p>Identification and assessment in school</p> <p>Additional advice and support from outside agencies</p> <p>Adaptations to curriculum</p> <p>Supported to build relationships and engage</p> <p>Circle time/PSHE curriculum</p> <p>Positive behaviour policy</p>	<p>Interventions that are implemented, reviewed and revised</p> <p>Work with parents to refer to CAMHS</p> <p>Targeted intervention to promote social skills and emotional resilience</p> <p>Adaptations to physical environment eg time out</p> <p>Monitoring in unstructured time eg breaks/ lunch</p>
Sensory and Physical needs- hearing/ visual impairment, multi sensory- physical and medical needs	<p>Referrals to Brent hearing impaired service or visual impaired service and provision of specialised equipment.</p> <p>Curriculum is adapted</p>	<p>Targeted intervention and specialist individual therapy programmes eg phonics, braille, physio, lead learning assistants with relevant expertise</p> <p>Adaptations to physical environment- enhanced contrast and minimal noise. Compliance with acoustic regulations</p> <p>Disabled toilet facilities</p> <p>Staff consistently use adapted resources and LLAs work closely with teachers to support access of the curriculum</p> <p>Assistive technology eg hearing aids, ICT software, Augmentative and Alternative Communication</p>

In addition

All children will have	The following provision
Assessment on entry	The Equality Act 2010 requires schools to ensure that SEND children are not disadvantaged.
Emotional and social needs addressed	Anti bullying, peer support role models
Progress tracked and reviewed	Plans, assessed, reviewed, adjusted, tracked.
Transition arrangements	Access to transition programmes and visits
Staff who are trained	Expertise is developed, time for meeting with professionals
Provision that is assessed and evaluated	Whole school policies are evaluated and monitored
Access to mainstream facilities and extra curricular activities	Children are included with mainstream peers unless there is a planned intervention
Progress that is shared with parent/carers	Parents are informed and actively encouraged to support shared goals at home.

If you need to complain

Parents have the following rights of redress, should the school, Governors, Trustees or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school complaints procedure
- LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Trust or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LA's)

Glossary

- SEND - special education needs and disability
- EHC plan - education health and care plan
- Makaton - multi-modal language programme to support communication
- ICT - information communication technology
- SALT - speech and language therapy
- LLA - lead learning assistant
- CAMHS - child and adolescent mental health service