



Woodfield SEND Information Report 2022-2023

Contact: Deborah Wood- Deputy Head

Link Governor Committee: Curriculum & Outcomes

The Brent Local Offer: [SEND Local Offer](#) | [Brent Council](#)

Please contact us directly if you would like further information on: 0300 303 0610

Woodfield School ensures that:

- Our provision is made in accordance with the SEN and Disability Codes of Practice
 - We have a lead person for SEND (Deborah Wood- Deputy Head)
 - 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 SEN policy and a description of the arrangements and specialist provisions we make for our children with SEN- including the accessibility plan

The 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 facilitate pupils to develop their independence and conduct person centred reviews as part of the transition process for preparation for adult life and future placements. Pupil voice is at the heart of our practice. 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 SEND at Woodfield?

- The Class teacher who is responsible for:
- The Key stage leaders
- The Deputy Head Teacher – Deborah Wood is responsible for the Quality of Education and SEND
- The Head Teacher – Nick Cooper
- Our Parental Liaison Officer, Patsy Hudson
- Our SEND Governor is responsible for making sure the necessary support is made for every child who attends the school with SEND

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

- EHCP reports and Annual Reviews
- Personal Education Plans ● School report every term
- Targets and progress tracking
- Open door policy- parents welcome to make an appointment at any time
- Partnership between parents and teachers- we will communicate regularly with each other using a range of communication methods
- The Family Support Worker is able to offer support and guidance on a range of topics, home visits, offers of training to parents
- Multi-disciplinary (SALT/ OT / VI / HI /Behaviour support) and Therapy reports ● Intervention programmes

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

Woodfield School is a Special Needs School for pupils with Complex Needs, aged 11-19 (KS3KS5). A high proportion of our students have Communication and Interaction, Cognition and Learning and/or Social, Emotional and Mental Health Needs. At Woodfield we use a graduated approach starting at a whole-school level of personalised teaching, with additional support that can be introduced to overcome barriers.

Our aim is that our provision should continually evolve with our pupil's development to maximise on successes and to overcome emergent or developing needs.

In the tables that follow, the different types of support available are set out. We have developed a highly skilled and well trained staff including therapists, behaviour specialists, in addition to our experienced and skilled education staff. Each child is screened and assessed on entry and this forms the basis for secure benchmarking.

Graduated Provision at Woodfield School

	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
All pupils	<ul style="list-style-type: none"> -Oral language teaching, verbal, visual and kinaesthetic prompts - Targeted Blanks Level of Questioning -Class specific communication strategies and targets for all teachers -Makaton rich environment, used to underpin and support learning by teachers and students -Daily structured peer group discussion -Daily Literacy and PSCHE/PSD lessons to support communication and social development -Scaffolded social activities with peers during unstructured time -High level staff training in Speech, language and Communication (see below), tailored throughout the year to 	<ul style="list-style-type: none"> -Small class sizes and group teaching - Scaffolding for understanding and challenge -Differentiation for pupil level and need. - Structured and chunked learning opportunities with opportunities to reinforce and generalise. --Shape Coding for written sentence construction delivered through English. -Termly-tracking and reporting to share progress and objectives with learners and families, close gaps and promote challenge. A meaningful curriculum for each learner: <ul style="list-style-type: none"> - Semi-formal: Blended thematic learning, with curriculum developed termly to assess each students Outcome statements, using MAPP. - Primary model: In year 7 and 8 all students benefit from a consistent class teacher and class base, and oversees support and strategies for their class. - Secondary: Subject specific teaching, set for English and Maths, with daily literacy, numeracy and PSCHE/PSD, 	<ul style="list-style-type: none"> - School Relationship Policy to promote positive and reflective relationships for towards adulthood. -Whole school reward systems to recognise and promote pupil effort and engagement, differentiated to be appropriate and meaningful for each learner. -Daily PSCHE/PSD lessons with form tutors, to explore and engage with key issues, relationships and day to day interactions -Pupil specific goals, developed as small-step targets from Outcomes, joint set with pupils and parents and reviewed each term -Scaffolded social opportunities before school, during breaks and lunchtime to build relationships, confidence and social skills. 	<ul style="list-style-type: none"> -Pupil-specific strategies and expectations for focus, attention and stimulus, integrated into all teaching. -Learning is supported with verbal and visual prompts, multisensory learning opportunities and discrete chunked learning objectives. -High level weekly Physical Education, differentiated to all abilities and needs, scaffolded to build confidence and independence. -A range of exciting sporting activities, accessed through subject teaching, lunch and break-time clubs and regular opportunities to take part in external activities, events and competitions to build resilience.

	respond to pupil need.	developing with vocational options and qualifications in KS4. - Sixth Form: Focus lessons in Literacy, Numeracy, PSD, ICT and Vocational study, with progressive learning accessing resources and study in the community.	
Some Pupils	<p>-Intervention programme and class support from the Speech and language therapist -Consultation and collaboration with teaching staff - Group and individual programmes targeting identified pupils, delivered by school staff - Integration of AAC to support individual learner's communication and independence</p> <p>- Home-programmes for individual students overseen by the Speech and Language Therapist. - Social Communication Intervention - Direct individual and group therapy delivered by the Speech and Language Teaching Assistant - Direct individual and/or group therapy delivered by the Speech and Language Therapist</p>	<p>-Read/Write Inc. for developing Phonetic knowledge -Communicate in Print for developing literacy</p> <p>-Individual/small group TA ledIntervention to develop literacy -Individual/small group TA ledIntervention to develop Numeracy -Home-programmes for Literacy -Home-programmes for Numeracy</p>	<p>-Pastoral Tracking - Pastoral support -Home-school Behaviour support -Therapeutic consultation -Therapeutic Teacher support - Home-programmes and support for developing Behaviour -Home Programmes and support for developing independence -Group and individual Drama therapy -Referral to CAMHS</p> <p>-Access and use of resources such as writing frames, pencil grips, and hand putty. -Lift access between storeys, staffing and transition plans for pupils by need and with parental input and review.</p> <p>-Pupil specific programmes, strategies, resources and home+ programme in response to sensory need. Access to sensory space as timetabled session, lunch/ break-time club or drop in by pupil need. - Access to travel training programmes, in and outside of school with a final aim of pupils travelling independently to and from school. - Consultation teaching strategies and support programmes from Brent Occupational Therapy and Physiotherapy, Hearing Impairment and Visual Impairment Services (accessed through referral).</p>

How will I as a parent/carer be involved?

We want our pupils to maximise on and generalise their learning, behaviours and independence outside of school. Our aims need to be aligned, supported and reviewed by our parents and carers. We have 5 scheduled meetings with parents and carers each year:

What is the meeting?	When does it happen?	Who should attend?	Who is the meeting with?
Curriculum Progress Meeting (Parents Evening)	Autumn 2	Parents/Carers, family members and students	All subject teachers + -Speech and Language Therapy Team -Therapy Team -Pastoral Team -Family Liaison Lead -Connexions
Targeting Setting Day (Review Learning Plans, see below)	Every Term	Parents/Carers, students and family members	Form tutor + -Speech and Language Therapy – Team (by appointment) -Therapy Team (by caseload) -Pastoral Team (by caseload) -Family Liaison lead (drop-in) -Connexions (by appointment)
Annual Review of Education Health and Care Plan (EHCP) or Statement of Special Educational Need (S)	Once a Year -Timetable by Year group, adjusted by Parent and pupil need.	Parents/Carers, student	Form tutor + -All Professionals/specialist teachers invited and/or to share reports. -KS4 and KS5: Connexions Advisor

As well as this schedule, home-school communication is encouraged to best support the child and the family. The child is at the centre of the provision, and we aim to develop communication in the manner that best befits the child and family.

During Termly target-setting, parent-carers and form tutors will agree the best way to monitor each target. As well as the termly review process this may include follow up meetings, daybooks, emails, text messages and phone calls, with the form tutor or linked professional.

If there are emergent concerns, at home or at school it is best it is best to meet and discuss concerns as soon as possible, and we schedule meetings and/or phone meetings with the form tutor, Key Stage Lead, ASC coordinator, Pastoral Lead, Family worker, Speech and Language Therapist, Drama therapist. These meetings may lead to changes in provision and new targets which would then be added to the termly review process.

What is an Outcome? How are they created?

Pupils that have an Education Health and Care Plan have long term targets called Outcomes to help them reach their Aspirations for Adulthood.

Outcome statements should determine provision, and aid its assessment in helping pupils move towards shared objectives. Outcomes should describe visible progress that can be

Here are some example outcomes set by the school and parents in previous years (names have been changed):

- ✓ Jilan can perform transactions at his local shop, completing a 5 item shopping list, paying by himself and receiving change.
- ✓ Susie can read and respond to text messages from her family, to say where she is and what she is doing.
- ✓ Ahmed can manage his feelings when things go wrong, using strategies like breathing exercises and sensory toys to get himself back on track.

How does the school see if pupils are on track for their outcomes?

Every term we hold a Target-setting Day where parents/carers and pupils meet with the form tutor. In this meeting we set targets for the term in each area of need. Targets should be stepping stones towards outcome targets, are drafted by the form tutor and any specialists or therapists working with the pupil, and amended with input from the parent/carer and young person. As well as the objective, the Target-setting meeting sets success criteria (what will progress look like?), strategies and provision needed and staff (and family members involved). This is captured and recorded in the pupil's learning plan for the term:

Learning Plan for [redacted] - 2

Stage: S

Date of birth: [redacted] Gender: Female [redacted] Year group: 7 Tutor group: SDE

Start date: 11/1/16 Review date: 10/4/16 Teacher: Ms Suneeta Deorukhar

Areas of concern: [redacted] needs to remember to collect all her things before she leaves for every lesson and before returning from lessons to her own class. [redacted] needs to work on not hitting or pinching others.

Areas of strength: [redacted] has done well in her attention skills and in getting started with her work. She is also able to concentrate on her work and tries to finish all work independently. She is working on remembering to collect her things every time before she leaves the class room.

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Cognition- spellings	[redacted] will be able to write the spelling of words with starting consonant blends such as 'ch, sh, ph, , fr, pl, pr, gr, tr, th'	[redacted] needs to get at least ten out of ten spellings right in a dictation.	[redacted] will work on this during her phonics lessons using flash cards, communication in print symbols and words. She will both read and write the words.	Mrs Suneeta DEORUKHAR

Learning Plan - Cognition Target Example

To make provision transparent any additional programmes or interventions that will be in place are also recorded in this document.

Learning Plan – Provision Example - SALT in Class

In each Target-setting meeting we review the previous terms targets with the pupil and family. We give verbal and written feedback and assign a score for the progress against each target

SALT in class support (Spring)	Communication and Interaction Needs	2	ted by the class TA. Provide weekly in class support with the teacher of a selected subject area. SALTs will meet with the teacher once a week to discuss plans and differentiating language to support pupil understanding and expression. There will be two sessions a week - one direct in class and another for planning.	12/1/16	11/4/16
--------------------------------	-------------------------------------	---	--	---------	---------

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff	Review outcome
Cognition- spellings	[redacted] will be able to write the spelling of words with starting-consonant blends such as 'ch,sh, ph, , fr, pl, pr, gr, tr, th'	[redacted] needs to get at least ten out of ten spellings right in a dictation.	[redacted] will work on this during her phonics lessons using flash cards, communication in print symbols and words. She will both read and write the words.	Mrs Suneeta DEO-RUKHKAR	+1 - 1 [redacted] is able to write from memory the spellings of words starting from 'ch, sh, ph, fr, pl, gr, tr and th'. She is also able to write most words ending with 'ight, ite, ng and nk'. Welldone [redacted]

Learning Plan – Cognition Target Review Example

Discussion of progress in the meeting, and feedback from Parents/Carers and young people helps determine the focus of next term’s targets, and the strategies and provisions that will help guide progress. In each Target-setting Meeting and Review Meeting Parents and pupils views will be recorded for future reference.

How are Outcomes measured in the Semi-Formal Curriculum?

Some learner’s benefit from following a Semi-formal curriculum model, where thematic learning encourages generalising skills between subjects, with a focus on independence and application. Learners’ progress is measured through broad targets, taken from learner’s Outcomes and assessed using video capture through Evidence for Learning, shared with pupils and parents to show what success looks like. Learners’ are assessed using the Continuum of Skills Development (below), to consider their successes in terms of:

- ✓ **Prompting** (the learner’s journey from dependence to independence)
- ✓ **Fluency** (approximate to accurate)
- ✓ **Maintenance** (inconsistent to consistent)
- ✓ **Generalisation** (from single context to many contexts)

Woodfield integrated this curriculum model in collaboration with Swiss Cottage School DRC in 2016-17, and we have continued to develop this. Please see our website or ask to speak to a Phase Lead to find out more.

What is an Annual Review Meeting?

As all our students hold a legal document describing their Special Educational Needs, an Education, Health and Care Plan, there is a legal meeting called an Annual Review that takes place each year, to review progress and provision, and decide whether the outcome targets are still relevant and whether changes should be recommended to the Local Authority. It is only the Local Authority that can make changes to the Education, Health and Care Plan.

This meeting will be held with the parents/carers, Form tutor, and overseen by the Head of Key Stage and a member of the Senior Leadership Team. Specialists, Social Workers and Therapists involved with the student will also be invited and asked to attend and/or submit a report for the meeting. The pupil's views will also be captured, and depending on their need and the focus of the meeting, will be invited to part or all of the Review process and/or submit their views through an appropriate medium (supported questionnaire, video or collated by the parent).

The Annual Review Meeting is a legal meeting to formally review each pupil's progress, needs and provision, and directly recommend changes to the legal document as a consequence.

With our termly process of target-setting and review, we aim for this meeting to be the culmination of an on-going conversation and review on each pupil's special educational needs, and progress towards their outcome statements, and the Learning Plans for each student are submitted as appendices to document this process.

How are children supported in changing Key Stage and getting ready for adulthood?

Our provision is focused on developing the pupils' ability, confidence and independence to secure their pathway to adulthood. We set outcome statements for all our students for the end of each Key stage so that school, families and the pupils themselves can assess this progress. As well as this moving between a Key Stage means a change in a pupil's provision and curriculum, with a progressive focus in increased independence and responsibility, vocational education and the world of work, qualification routes and future pathways, with increased exposure to and reflection on a role in the wider community.

For pupils this is supported by curriculum focus, and also the increasing role of the Connexions Advisor and in Key Stage 5 the head of Sixth Form, in on-going conversation around interests, options and the courses available in Further Education. From Year 9 onwards the Connexions Advisor is involved in the Annual Review process and will initiate contact with parents and pupils individually to begin this conversation and support process.

We want pupils to have a meaningful voice in this process, and feel confident and prepared for their next steps. Before a change of Key Stage we have a series of transition days where pupils adjust to their new teachers, environment, expectations and curriculum with opportunities to reflect with form tutors and new adults about their feelings. For pupils in Sixth Form there is a core focus on becoming more and more aware of their role, and potential within the community and building security in our local FE provisions through regular visits, work experience and offsite education. Transition and off site education can and is tailored to best suit each pupil and is discussed with parents and carers. Our key aim is that pupils are prepared for the changes they will go through and are confident in their own capacity to succeed.

How do we know that the provision is working? Can we make changes?

At a school level the effectiveness of our provision is our number one priority. As a specialist provision we ensure this is regularly reviewed and developed to meet our changing spectrum of pupil need, and to help maximise on their future access, independence and outcomes.

This process is led by the Head of School and Governing Body, and developed with input from the Local

Authority, external specialists and services. The school opts in to an additional auditing process by Challenge Partners, and is also part of the Brent, Harrow and Hertfordshire Special School Assessment Group to help review and drive best practice.

At a pupil level, we recognise that if we are doing our job properly pupils' needs will be changing over time, and our provision and support needs to adapt both to maximise on successes and to meet emergent or developing needs.

Our Termly review cycle allows us to review the efficacy of provision with parents/carers and pupils, in order to make changes to best meet individual pupil's needs. This will include introducing new or amended targets, to the pupil and piloting or introducing new support strategies for in and out of lesson times and linking different specialist staff and provision (see Provisions below).

Does the school and parents/carers have to wait for target-setting day to make changes to provision?

No let's talk straight away!

Target-setting days and Learning Plan reports are a useful way to capture progress and provision each term, and ensure that this process is shared with parent/carers. With parent/carer agreement Learning Plans and Provisions can be updated with amended goals and support measures at any point during the year. It does not have to be only the time goals and adaptations are reviewed.

We believe in graduated provision, where support strategies can be phased up or down in response to pupil progress and concern. Parent/carers and the Form tutor can update Learning Plans with amended goals and support measures at any point during the year, in response to pupil need.

All staff have the ability to initiate a referral, which will automatically notify Key Stage Leads and Specialist staff, who will discuss these with the form tutor. They will then consult as needed with teachers, specialist staff and parents/carers, and may suggest an additional meeting, tracking approach, additional provision and/or amended strategies/targets.

Parents/carers can initiate this process. If you are concerned please call or email the school and ask for the Senior Leader overseeing the Key-stage who can share this information with the form tutor and make a referral on your behalf.

Depending on pupil need and caseload it may be possible to begin or pilot additional provisions so that their impact can be incorporated into the next Learning Plan review. If it is in the best interests of the pupil, the school can also introduce personalised timetables, changes of teaching group, ability group, and curriculum access. Any changes would first be discussed with the parent/carer and introduced strategically with a focus on the pupil's wellbeing, to help them adjust to different expectations and routines and be set up for success.

In response to serious concerns, the parent/carer and school can request for the Annual Review date to be changed, either brought forward to request a change of placement or provision or postponed to facilitate specialist involvement and input into the review process.

How do I make a complaint about the provision my child is getting at school?

If parents are not happy with the provision their child is receiving at school they can make a complaint to the Head Teacher, Nick Cooper either in writing or by emailing admin@woodfield.school.brent.sch.uk.

Parents can also contact Special Educational Needs and Disability Advice and Support Service (SENDIAS) for support in this process, email at sendias@brent.gov.uk or by phone 0208 937 3434 for free impartial guidance and on-going support.

How will my child be involved and consulted about their targets and progress?

To develop independence, behaviours for learning and self-esteem we want all pupils to be reflective, have a voice in and own their targets and provision, and recognise and celebrate their successes. The manner in which pupils are involved will be bespoke to the pupils needs, and may involve pupil friendly language, regular reminders, smiley face charts or target-cards, or dedicated sessions for discussion and reflection. We would like all pupils to accompany parent/carers for target-setting and curriculum meetings, so that they can feed back and help select what will work best for them.

Pupil voice is recorded in each termly meeting, and in the Annual review process reviewing provision and targets, the manner in which this is done will also vary with the pupil's needs, and may involve dedicated time to reflect on key questions prior to the meeting.

Where-ever possible we want targets and progress to be in pupil and parent friendly language, to support meaningful engagement and to describe tangible changes that can be seen and assessed. Our SLD classes' progress will be reported on through picture and video, to create a record of achievement for each pupil to be able to reflect on and be proud of, in and beyond school.

How are Woodfield staff trained to support learners with SEN/D? Who else could help my child?

As a Teaching School we co-ordinate and deliver high quality training within the Local Authority and beyond. Our first priority is our commitment to our staff's on-going professional development, to support and challenge our learners' with SEND, recognised with the achievement of Gold Standard in Investors in People, 2018.

For ease of reference our staff expertise in areas of SEND has been organised by Area of need, below:

Staff Training at Woodfield			
Communication and interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory:
Makaton Facilitator Training Makaton Foundation Makaton Enhancement	Outstanding Facilitator Programme (OLEVI) Outstanding Teacher Programme (OLEVI) Dyslexia	Team-Teach Facilitator Training Team-teach Level 2 Team-teach Level 1	SCERTS Training Emotional

Elklan Facilitator training Elklan Speech, Language and Communication Support Accredited Training Intensive Interaction	Accreditation Shape Coding	Technique Level 1 and Drama and Movement Therapy Mental Health Awareness Training SCERTS training	
Pupil specific training in using specific AAC devices Sound production Use of Makaton staff training in Blanks Levels of Questioning Staff training in supporting communication Teacher talk and Questioning	School specific training in Outstanding Teaching Assistant – Supporting Learning Writing with Symbols (WWS) Working with students with ASC Working with students with SLD	School specific training in Deescalation and Positive Behaviour Relationship Management Thinking Therapeutically in classrooms	

As a school we work closely with Brent Physiotherapy and Hearing Impairment and Visual Impairment Services, and follow strategies and support programmes as recommended. These provisions will be incorporated into students Learning Plans so that provision and progress is recorded and evaluated by school each term. Woodfield also works closely with Brent Social Care, Children with Disabilities and Transition Team and the Child and Adolescent Mental Health Service (CAMHS), and Kingswood Centre (for learners with Mental Health needs post 16).

We work closely with Brent Special Educational Needs and Disabilities Advice and Support Service (SENDIAS), and Brent Carers, who provide free and independent support and advice to parents and carers. Finally, we work extremely closely with Brent Special Educational Needs Assessment Service (SENAS) who oversee our provision and application process to Woodfield.

We welcome multi-professional involvement in helping provide the best possible support for all our pupils. If there is a professional supporting your child do let us know and we can include them in correspondence, professionals' meetings, and Annual Review process.