



Parent
Information
Document

Woodfield School

SEN Information Report

Reviewed: September 2019



SEN INFORMATION REPORT SEPTEMBER 2019

Section 1

What kinds of Special Educational needs does Woodfield School make provision for?

Woodfield School is an outstanding (Ofsted Nov 17) community special school for pupils with severe learning difficulties. Many pupils have additional complex needs including autistic spectrum disorders, epilepsy, physical and sensory impairments. Many need regular medical intervention. The school currently has 104 pupils aged 3 -19.

Section 2

How would Woodfield School identify and assess my child's Special Educational Needs?

Every pupil attending Woodfield has an Education, Health and Care Plan (EHCP). These are written based on statutory assessment. This is a detailed assessment to find out exactly what a pupil's special educational needs are and what special help they need. These are reviewed and updated annually, and 6 monthly for pupils under 5 years old, with outcomes set accordingly. Occasionally, in agreement with the Local Authority, a pupil will come to school on an assessment place while the assessment process is completed.

Assessment of and for learning is essentially ongoing, and is seen as an integral part of an interactive learning process. The main purpose of assessing a pupil is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding and overcome barriers to learning. We use a basket of assessment tools in order to track and celebrate learning. Reviewing long and short term outcomes on a regular basis ensures that teaching is targeted to enable the pupils to make the best possible progress.

Every pupil has an initial baseline assessment within 6 weeks of starting at the school; and within 2 months of starting at the school initial targets are set collaboratively with parents. Pupils are regularly assessed so that we can monitor the rate of progress each pupil is making. Pupil Progress meetings are held at least once a year - each class teacher meets with the Headteacher or member of the Senior Leadership team to discuss the progress of pupils in their class. These provide a further opportunity to identify any necessary changes in provision in order to continue to meet the needs of each pupil. Formal assessments take place twice a year – once in December and once in June. Pupil assessments are included as part of the Annual Review Report to parents.

Routes for Learning is used as an assessment tool for pupils with more complex needs who are generally working between P1(i) to P3(ii) which will guide the setting of targets for our pupils with complex needs. These materials cover the key learning priorities for learners with complex needs - focusing on early communication, social interaction and early cognitive development. Routes for Learning is specifically written to take into account the complex needs of learners with pml and the interaction between the sensory impairments, motor disabilities and medical problems that many of them experience. This assessment takes a more holistic view of learners and focuses on how they learn. The Routemap provides an overview showing key milestones which every learner will go through, although the routes they use to get there may vary according to their physical, sensory and learning needs.

Key Stage 4 and Post 16 students are working on accredited AQA Awards.

In the context of 'Life without Levels' since the removal of the National Curriculum levels we have continued to seek a suitable replacement. We have looked at a range of options and trialled the Hertfordshire Steps Assessment package for those pupils working beyond the P

levels. We have also written our own ISEC statements in order to assess pupils' progress in Independence, Self-Esteem and Confidence which is used across the school for pupils in Year 1 – Year 14. We use a system called SOLAR to record evidence of learning and track pupil progress.

Staff are skilled at identifying pupils' needs and use a wide range of tools and specialist assessments as appropriate to each pupil. These include ongoing assessment of communication, cognition, mobility, physical needs and skills, social and emotional development, vision, hearing, functional sensory assessments of capabilities and sensitivities, behaviour and anxiety. We will continue to use P levels to assess pupil progress for all pupils aged 5 - 16 during the academic year 2019-2020, although they only remain the statutory assessment for non subject-specific learners i.e. those working at P1 – P4. For pupils in Nursery/Reception we will continue to use our Stages Assessment which is based on the EYFS Ages and Stages assessment. We continue to look at a range of assessment schemes to ensure we have suitable assessments in place. Following the Rochford Review recommendations the Government have now published revised pre-key stage standards for teachers to make statutory assessments at the end of key stages 1 and 2. We will use these pre-key stage standards in the summer term 2020 alongside P Levels for pupils who are subject-specific learners i.e. those working at P4 and above.

The school works closely with parents, carers, therapists and external agencies to identify and monitor the holistic needs of every pupil.

Section 3

a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

We use the Ofsted framework as a basis for a robust system of self-evaluation to regularly review our provision. This includes looking at:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management
- Spiritual, Moral, Social and Cultural education

We also review our provision against the aims of the school and through staff and parent surveys.

Our school Self Evaluation report is available on our school website.

Governors are involved in this process and receive regular reports through the Teaching and Learning Committee and Safeguarding Committee.

Every year we review and re-write our School Development Plan. We write this under the following headings:

- Leadership and Management
- Quality of Education
- Personal Development, Behaviour and Attitudes

Each of these sections is closely monitored by the Governing Body committees and in this way the Governors are able to hold the school to account.

Any interventions such as rebound therapy, music therapy, reflexology and those provided by additional funding such as pupil premium/sports premium are identified and tracked to ensure the impact is effective. We also welcome external evaluations such as those conducted by the Local Authority. We currently have the International Schools Award, Learning without Limits, Herts Quality Standards Award, ICT Mark, 3rd Millennium Learning Award, Young Enterprise Centre of Excellence; and we are NAS Accredited. We have recently (July 2019) been awarded the Leading Parent Partnership Award.

The school was last inspected in Nov 2017 and received Outstanding in every area. Prior to this last inspection the school has had three consecutive Good Ofsted reports.

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

Assessment arrangements are outlined in section 2 above. In addition to this we meet with you as parents/carers at the beginning of every term, at our Parent Consultation evening, where we talk about progress and targets for your child. We also discuss progress and our expectations for your child at Annual Reviews. We communicate with you regularly through our home school books, by telephone and face to face.

c) How will the staff support my child? How will the curriculum be matched to my child's needs?

Woodfield is a fully inclusive school where all classes cover a diverse range of needs. There are currently 10 classes across the school – 3 classes in Lower School, 4 classes in Middle School and 3 classes in Upper School (including an Enterprise Group which is a work related learning focused class). The average class size is 10-11 pupils with the exception of Class 1 which is a larger Early Years department. Pupils are generally in classes based on chronological age, regardless of their cognitive abilities or medical diagnosis. However this does not preclude pupils at all points of the cognitive spectrum being withdrawn from the class for targeted lessons with a specialist.

Pupils may be taught 1:1, in small groups (ability based or mixed) or whole class depending upon the activity. Lessons are highly differentiated and staff use a range of teaching strategies as appropriate in order to meet the needs of each individual pupil. At times we need to look beyond Woodfield in order to meet all the needs of individuals. We have very good links with a wide range of schools (both mainstream and special) and our pupils participate in integration links as appropriate either individually or in a small group, supported by members of school staff.

A minimum of 4 staff, including a full time equivalent teacher and at least 3 teaching assistants, support each class group. We also have specialist staff for Swimming and PE. We have a work Related Learning (WRL) Team of 4 Teaching Assistants who are trained in Systematic Instruction (TSI) and 3 have also completed their Certificate in Supported Employment. The WRL team support pupils across the school to develop daily living and vocational skills as part of pupils' preparation for adulthood. They also support our senior pupils on work experience placements and Supported Internships and for the academic year 19/20 are continuing to take the lead with the Enterprise Group.

Our specialist MSI teacher, who is also our SENCO, is the liaison person for work with the Advisory Teachers for Hearing Impairment, Visual Impairment, Dual Sensory Impairment and the Education Audiologist. We have an Autism Manager who supports pupils with autistic spectrum conditions. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, school nurse and specialist teacher advisors where and when appropriate. Every pupil has their own individual Learning Pathway which identifies long term outcomes and short term outcomes linked to their EHC plan/MOVE/Routes for Learning/ISEC.

d) How do you adapt the curriculum?

The curriculum has been reviewed and developed and is now very much based on a 'person centred' approach, functional learning and preparation for adulthood. We fit the curriculum around the child, focused on their individual needs, with the child very much at the heart of what we do. Our aim is to provide a 'destination led' curriculum that is relevant, broad and balanced, and helps each individual pupil to become as functionally literate, numerate, communicative and as independent as possible. Our aim, through our 'destination led'

curriculum, is that all young people when they leave Woodfield are effectively prepared for adulthood and are equipped with the skills they need in order to be able to successfully move on with the next stage in their life.

e) How is the decision made about the level of support my child receives?

Your child will initially have their needs identified through their EHC plan. We constantly review this and using our expertise and experience will identify when and where additional support may be needed. This may, for example, include having regular access to a sensory environment and input from our MSI teacher, autism manager, WRL team or other specialist advisory teachers.

All pupils will have individual attention as part of their small group work throughout the day. One to one support is not the normal way of working, as this can be a barrier to interaction with other pupils as well as a barrier to developing independence. Exceptionally this approach may be needed, based on the identification of individual needs – typically for pupils who have exceptional medical needs or challenging behaviour requiring constant monitoring and intervention. Pupils who are deaf blind may require the support of an intervenor. Where this is required a key person will be named but a range of staff will work with the child to prevent him or her becoming over dependent on the presence of one person. The support will be reviewed regularly as one of the aims of intensive support is to help the pupils develop more independence.

f) How will my child be included in activities outside the school curriculum including trips?

At Woodfield every child has the opportunity to access appropriate trips including residential trips. However not all the activities we provide are appropriate for all pupils. In providing school trips we try to provide a range of activities which will benefit all pupils over time. Provision is again highly differentiated and if for example an activity is not deemed appropriate alternative activities are organised. Whilst no child is excluded from activities at Woodfield we always consider the needs of the individual including the likes/dislikes, comfort and health of the young person. For example a wheelchair user may not be able to manage a long trip away from school and not all pupils with autism enjoy being taken to crowded noisy venues. We take all this into consideration when planning our range of extra-curricular activities and ensure that we provide a range of activities for all children tailored to meet their individual needs and interests.

g) What support is there for my child's overall well-being?

We have extremely robust safeguarding and child protection policies and procedures in place. We have three Designated Senior Persons who lead on Safeguarding and Child Protection and work in conjunction with the school nurse and Headteacher. There is also a designated teacher for Children Looked After who is responsible for overseeing the education and well-being of pupils who are looked after by the Local Authority.

Pupils' health and well-being is paramount. Personal Care is conducted discreetly and with dignity, fostering independence whenever possible. If a pupil shows distress, withdrawal, or any level of emotion that is not the usual staff will notice this and will act on it. Pupils will be given time to talk or encouraged through the use of pictures, symbols, toys or books to indicate what is troubling them. We will always liaise with parents if we have any concerns over the mental well-being of our pupils.

We work closely with medical practitioners if your child has a health need who will discuss with you a Health Care Plan and administration of prescribed medication. We also work closely with a range of professionals including social services and the children with disabilities team; and with CAMHS, child and adolescent mental health services, if your child

needs that level of support. We have a teacher who is our designated Mental Health lead and who is supported by one of our senior leaders who is designated as our Deputy Mental Health lead.

Sections 4 & 5

What specialist expertise is available at the school?

What training is provided for staff supporting children and young people with SEN's?

Teaching pupils with SEN is our core purpose and all our staff training has this focus. We have a range of expert individuals and teams who are there to provide in house training advice and support. Staff participate in our weekly staff training programme which takes place for an hour per week. All new staff participate in a fully comprehensive induction programme.

School Teams and Expertise:

Moving and Handling team

The school has two Moving and Handling trainers who ensure that all staff are trained in correct procedures, produce Moving and Handling plans for pupils and ensure the school has the correct and sufficient equipment such as hoists.

Intensive Interaction

Intensive Interaction is a way of communicating at very early levels with pupils with PMLD who are pre verbal and also with pupils with autism who have social communication difficulties. We have a member of staff who is qualified as an Intensive Interaction trainer and staff who are trained as Intensive Interaction practitioners. Our Intensive Interaction trainer leads on the development of Intensive Interaction across the school and works with identified pupils in individual intensive interaction sessions during the week. Several staff have completed one day/short workshop training sessions in intensive interaction and most staff have completed in-house INSET focused on an Introduction to Intensive Interaction lead by our Intensive Interaction trainer.

MOVE Programme/Team

The MOVE programme is a practical mobility programme based around the philosophy that movement is the foundation for learning and uses the combined knowledge of families, carers, education and therapy. Regular opportunities are created throughout the pupil's daily routine for increased practice and progression of the skills required to reach their personalised goals. The MOVE programme provides a framework which brings the services around the individual disabled pupil together, encouraging collaborative working. This integrated approach focuses the whole multi-agency team on the individualised goals of the individual pupil and their family. It is designed to teach anyone who has not learnt to sit, stand, walk and transfer by the age they would be expected to, or those who have lost these skills, to increase their independent mobility to the best of their ability. We have a member of our teaching staff who is trained as a MOVE trainer. She ensures that staff are trained so that these programmes are part of a child's daily routines. We currently have several staff/therapy staff trained as MOVE practitioners.

Therapy Programmes

Therapy programmes are run every morning in classes as appropriate enabling pupils with complex needs to start each day by working on their physical/mobility priorities. There are comprehensive programmes in place for each pupil. Class staff support individual pupils with their therapy programmes and are supported where possible by one of the school's moving and handling trainers as well as the physio assistant. The physiotherapists will see the pupils in their classes on the days when they are in school.

Autism

In July 2012 the school achieved accreditation by the NAS and was re-accredited in November 2015 and again in November 2018. Staff are regularly updated in strategies for working with children and young people on the Autistic Spectrum and all new staff complete

training in autism as part of their induction package. Because at least a third of our pupils have ASD there is a regular and on-going training programme in ASD. Our autism manager leads in house training sessions for staff; and our outreach manager leads autism training for staff from local schools, which is always well attended. Our autism manager plans strategically for the needs of pupils with autism across the school and he works in class with pupils, liaising regularly with class staff to ensure that all programmes and resources are kept under review. Pupils with ASD have individual plans to help them manage their autism in a way appropriate for them. Whilst we base our autism practice on the principles of TEACCH, providing boundaries, routines and visual support, we have an eclectic approach, looking to suit individual needs, rather than promoting a specific philosophy. SCERTS has recently been introduced to school and 2 staff have been trained in its use. Pupils with ASD have common characteristics but are individuals with different needs. Teachers analyse these needs and with the autism manager prepare a plan for the strategies required. This could include the use of a work station, the provision of a quiet space, visual support or a now and next timetable. All pupils with ASD will have their work devised and presented to take account of their specific related needs.

Multi-Sensory Impairment (MSI)

Our Assistant Headteacher is a qualified MSI teacher with extensive knowledge and experience of working with pupils with multi-sensory impairments. Our specialist MSI teacher is the liaison person for work with the Advisory Teachers for Hearing Impairment, Visual Impairment, Dual Sensory Impairment and the Education Audiologist. Our sensory room is run by our MSI teacher with the support of a teaching assistant. Pupils with profound and complex needs have regular sessions in the sensory room where the teacher and teaching assistant are able to target specific individual needs.

Communication Assistants and Communication Team

We employ 2 members of staff for 4 days a week to work as Communication Assistants across the school. The Communication Assistants support the work of the Speech and Language Therapists and also liaise regularly with our Communication Curriculum leaders. The Communication Assistants work with individual pupils or small groups of pupils on targeted communication work eg signing, PECS, sentence construction. They also ensure that communication aids are programmed and updated. The Communication Team consists of 4 staff – our 2 communication assistants and our 2 communication curriculum leaders, one of whom is also an ELKLAN trainer and the other trained in PODD. Their remit is to support class staff to meet the communication needs of pupils and ensure appropriate communication aids are available and being used as necessary. The team meet on a regular basis and also liaise regularly with the Speech and Language Therapists.

Behaviour Support Team

This team consists of 5 staff including our autism manager. All members of the team are qualified Herts Steps trainers. Their remit is to help support classes to manage the behaviour of children who present challenges to the class or danger to themselves. They help to prepare plans as relevant to support pupil behaviour and provide training for all staff in behaviour management. Members of the team attend class team meetings to discuss specific pupils as necessary. One member of the team has a formal behaviour qualification.

Work Related Learning Team

Our work related learning team was formed in September 2015 and has recently been increased in size to consist of 4 teaching assistants who have all completed Training in Systematic Instruction. The three original members of the team are also qualified as job coaches having successfully completed the Certificate in Supported Employment. The team work with pupils across the school and focus on preparation for adulthood. They support pupils to develop a range of daily living and independence skills such as dressing and eating as well as supporting pupils to engage in work related learning skills eg running pop up cafes and restaurants and the school based coffee shop. Members of the team support individual pupils on work placements both in school and in external placements, liaising with employers as appropriate. If appropriate, students in their final year at school are offered the opportunity to participate in a Supported Internship which may lead to the opportunity for paid employment as an exit route from school. For the academic year 2019-20 the work

related learning team will continue to be taking the lead with our Enterprise class.

Reflexology

We have a member of staff who is qualified as a reflexologist. We allocate one afternoon per week for individual reflexology sessions to take place. The member of staff works with identified pupils for whom it is felt the intervention of reflexology is beneficial to their learning. She also runs training sessions for parents as appropriate throughout the year.

Training:

Whilst teaching teams are primarily employed to teach the children they are increasingly required to provide other functions linked to the holistic needs of the pupils. Gastrostomy feeds have to be administered throughout the school day, not just at lunch time. Staff are trained by the school nurse to complete gastrostomy feeds, tailored to meet the needs of the individual pupil, as necessary. Physiotherapy programmes have to be delivered by class staff – including several changes of positions a day between pieces of equipment. All staff also have to be involved in the intimate personal care routines of pupils.

All of our teachers are qualified and have undertaken specialist further professional development. This includes autism specific training, training in hearing and visual impairments, communication training and other training as relevant to the needs of the pupils in their class. Our Teaching Assistants also have a range of expertise – including Physiotherapy, MOVE, sensory, tube feeding, signing, ELKLAN, autism. There is an ongoing weekly programme of staff training which covers a wide range of topics as appropriate to meet the needs of the pupils across the school.

This is not an exclusive list and ongoing professional development is key to ensuring ALL staff remain updated and skilled. School finishes at 2.30 on Fridays to enable weekly staff training to take place.

Rebound Therapy:

The school has 4 members of staff who are trained as Rebound Therapists. Rebound therapy sessions take place 4 days a week and are available on a rota basis to those pupils for whom it is felt rebound therapy will be beneficial.

Music Therapy:

Since September 2018 we have been working with a Nordoff Robbins music therapist who works in school for one day a week. Identified pupils for whom it is felt music therapy will be beneficial will have the opportunity to participate in blocks of music therapy sessions during the school year.

Music Teaching:

We have a very experienced music teacher who works with us for one day a week from Hertfordshire Music Services. She teaches music to majority of the classes across the school as well as working with some pupils individually/in pairs. She also runs a lunchtime 'Project Play' group which is targeted at those pupils who have been identified as gifted and talented in respect of their musical ability, where they have the opportunity to learn to play instruments such as the trumpet and play in a band. We also have a music teacher who comes in for 1½ hours per week to run iPad music sessions and Djembe drumming sessions.

Hairdressing:

We have a member of staff who is a qualified hairdresser. We allocate one session per week for hairdressing to take place as part of the curriculum for identified pupils. Many of our pupils find it very difficult to go to the hairdressers and therefore our intention is to teach them about this as part of the curriculum, with the aim that they will eventually be able to have their hair cut.

Section 6***How accessible is the school both indoors and outdoors?***

Our school is fully accessible and designed with the needs of pupils with SEN and physical disabilities in mind. There are dedicated disabled toilet facilities, appropriate changing facilities for pupils who require staff support, level ground, and wide corridors. We have a mixture of overhead hoists and mobile hoists throughout the school. Regular environmental audits (eg to assess the environment for visually impaired pupils), ensure that the school environment remains suitable and accessible for all pupils, staff and visitors.

Our grounds are extensive and are fully inclusive. Our swimming/hydrotherapy pool is fully operational and accessible following extensive refurbishment.

Some of the facilities we have are:

Outdoor gym and 3 small in ground trampolines
Swing area including wheelchair swing and basket swing
Fully inclusive roundabout
Wooden circuit
Fully refurbished primary playground including a small bike track, play fort and musical area
Large outdoor play fort and mound slide
Newly refurbished courtyard playground
Accessible paths
Large Dell area and Orchard for outdoor learning
The Hilton Garden – our sensory garden
Allotments in the school grounds; and an outdoor classroom area
2 wheelchair accessible minibuses
Swimming / hydrotherapy pool plus small therapy (spa) room and hairdressing facility
Trampoline for rebound therapy (4 staff trained as rebound therapists)
Sensory room (being refurbished during autumn term 2019)
Sensory Integration room and equipment (Blue room)
Quiet work room for pupils to work away from main class environment (Green room)
Soft play room for the younger pupils
iPads to make learning accessible
Wide range of switches to enable pupils to access their learning
Eye gaze technology
On-site coffee shop for work related learning. The coffee shop is open to the public 9.00 – 4.00 on Tuesdays and Thursdays; 2.30 – 4.00 on Wednesdays and 9.00 – 2.00 on Fridays.
Bespoke areas including library, music room and cookery room

Sections 7 & 8***How are Parents/carers involved in the school? How can you get involved and who should you contact?******How do Parents/carers and children get involved in their education?***

We aim to work in partnership with our families, working together to achieve the best for our pupils. We have an 'open door' policy and you are welcome to contact the school at any time to make an appointment to see any member of staff.

We hold coffee mornings every Wednesday morning, 9.00 – 12.00 in The Coffee Shop, where you can meet other parents/carers for coffee, cake and a chat. We occasionally invite people along to speak at the coffee morning about a specific subject eg money advice, Educational Psychologist. We also run regular workshops for parents throughout the term.

We have 2 Family Support Ambassadors (1 who is a current parent and 1 who is a member of staff responsible for parent liaison). They meet regularly in school to discuss and organise relevant support for parents/carers as necessary eg parent support group and parent workshops. They are always available at parent consultation evenings and have a dedicated email which parents/carers can contact them through.

PSA: Our Parent Staff Association (*WASP - Woodfield Association of School Partners*) committee meets regularly to arrange social events and fund raising activities. All parents and extended family members are automatically members of our PSA and are welcomed and encouraged to join in with events and the planning of events. We also hold annual events such as a Christmas Fayre and Christmas concert; and put on a range of other events to which you are warmly invited.

A half termly newsletter provides information on achievements and events throughout the year. For further information our website is regularly updated with upcoming events and provides comprehensive information about the school. We also have a school Blog and Facebook page, accessible through the front page of our website, as another way of keeping parents involved in the life of the school.

The support of parents/carers is extremely important in ensuring that we can work in partnership to support the learning and education of your child. We meet with you as parents/carers at the beginning of every term, at our Parent Consultation evening, where we talk about progress and targets for your child. We also discuss our expectations for your child and progress at Annual Reviews. We communicate with you regularly through writing in the home school books or ring you if needed and we hope you will also keep in touch with us that way as well. We also arrange medical clinics at school for you to see your child's paediatrician or school doctor.

The pupils are involved in the running of the school through the school council. They are also involved in setting and discussing their own targets where appropriate and in evaluating their learning. The use of a variety of new technologies and the Picture Exchange Communication System (PECS) and PODD (Pragmatic Organisation Dynamic Display) supports pupils in communicating their needs and in making choices throughout the day, to maximise and give pupils control of their own learning.

Pupils make a contribution where possible to their annual review meetings – this will range from them being involved in choosing the work to be shown at the meeting to planning ahead for the future by sharing their aspirations on their future learning needs tied into their hopes for housing, social life, further education and work.

Section 9

What do I do if I have a concern about the school provision?

We have adopted the Herts Complaints Policy and procedures.

In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Headteacher.

In the unlikely event that your concern is not resolved then please contact our Chair of Governors. If necessary a formal panel of governors will be established to deal with your complaint.

Ultimately parents/carers have recourse to the Secretary of State at the time if the situation still cannot be resolved.

Sections 10 & 11

What specialist services and expertise are accessed by the school?

The school takes a holistic approach to the education of pupils and recognises that their personal development goes far beyond simply academic achievement. To this end we work closely with a variety of professionals.

We work closely with the following to support your child's needs:

All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy. Health Service – school nurse providers. Specialist services including

Hearing impairment, Visual impairment and the Educational Psychology services, CAMHS – Child and Adolescent Mental Health Services, 0 - 25 team.

Physiotherapy

The school has three part time physiotherapists and one part time physiotherapy assistant provided by the NHS. Their role is to assess all pupils with physiotherapy needs and determine the level of support they need. This may vary from producing a programme for class staff to implement to providing hands on treatment for a block of time. They will always need to be flexible enough to provide support for a pupil with new challenges e.g. being post-operative. Physiotherapists support the hydrotherapy work by advising on programmes. They liaise with medical staff and parents. They contribute an annual assessment with targets for the following year as part of the school reporting procedures for those pupils on their caseload.

Speech Therapy

The school has two part time speech and language therapists. Their role is to assess all pupils with speech and language problems and determine the level of support they need. This may vary from producing a programme for class staff to implement to providing hands on treatment for a block of time. They liaise with other professionals and parents and contribute an annual assessment with targets for the following year as part of the school reporting procedures for those pupils on their caseload.

The SaLTs will work on speech production and also alternative augmentative communication methods such as PODD, PECS and VOCAs. Class staff are trained in using PODD and PECS and are supported by the SaLTs in using PODD and PECS and in using and programming VOCAs.

One of the Speech Therapists is qualified to assess feeding difficulties. Our SENCO is also trained and works alongside the SaLT to develop feeding programmes. Parents will be consulted if their child is to be assessed. They will consider all aspects of a child's eating from a medical point of view as well as a consideration of health and safety, posture, dignity and age appropriateness. They will provide a programme which will decide whether oral feeding is safe, the texture of foods, positioning, cutlery and crockery etc. They will write the programme and train the relevant staff as appropriate. Where there are doubts about the safety of oral feeding the child will be referred to the school paediatrician for referral for a video fluoroscopy. The dietician may also be involved in this work where necessary.

Occupational Therapy

The school has the part time services of two Occupational Therapists. Their role is to work with all pupils who require static seating and posture aids, making the assessment and referral to panel. They will monitor these and train class staff in their use. The OTs also provide pupils with hand and arm splints and train staff in their use. They will liaise with the autism manager re sensory integration and with other professionals and parents as necessary.

School Nurse

The school has the provision of a full time school nurse whose role is to oversee the care for pupils with on- going medical conditions. She also trains staff in gastrostomy feeds and the use of emergency epilepsy and other medication. The school nurse will contact parents if a pupil is ill and needs to go home. She will also call on the services of the emergency services (ambulance) if necessary.

Paediatrician

The school has close links with a paediatrician who runs clinics for pupils at the school and sees every pupil annually. Other doctors, with their own specialisms also work in this team – epilepsy for example. As well as seeing children for annual medicals they will also see pupils when there is concern raised by the school staff, nurse or parents and they are the first point for referral to other services such as CAMHS and the challenging behaviour team.

Your child will need an Education Health and Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEN (Special Educational Needs) team.

Further help and advice can be sought from the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) formerly known as Parent Partnership 01992 555847 sendiass@hertfordshire.gov.uk

Section 12

How do you prepare my child for joining your school or transferring to another?

You will be invited in to meet with the Headteacher to discuss transition for your child into the school and to look around the school, if you have not previously done so. A decision is then made in discussion with you as to the most appropriate transition for your child. We have a flexible approach to pupils starting at the school – some start straight away on a full day timetable whilst others prefer to build up their time in school gradually for example starting mornings only. What is most important is that the transition into the school is appropriate to the individual pupil. We have a home visits policy where the class teacher and one other member of staff, as relevant, will visit the home within the first 6 weeks of the pupil starting in the class in order to find out as much information as possible in order to benefit the pupil and ensure individual needs are met. We acknowledge that you know your child far better than we do and it is vitally important that you are fully involved in providing us with as much information as possible. We have a comprehensive range of documents to be completed by parents/carers and handed in to school on your child's first day in school.

Transition mornings: Due to the large number of pupils who have joined us at the beginning of the school year over the past 3 years we have run very successful transition mornings in June/July each year. We invite all the new pupils, parents/extended family and their current setting staff to come into school for two mornings so that we can get to know our new pupils and their families and they can get to know us. This is also a good opportunity for all our new families to get to know each other as well as giving an opportunity to ask any questions and address any queries or concerns about starting at school.

Once your child starts with us individual targets will be set within the first two months of them starting at Woodfield, regardless of the age of your child. The class teacher meets with the Headteacher to discuss the proposed targets in advance of a meeting with parents/carers. These targets are linked to the outcomes on your child's EHC plan. The results of the Baseline Assessment (completed within 6 weeks of starting at the school) are used to help with this task. A multi-disciplinary approach is used – with input from speech/physio therapists/OT/school nurse as relevant. Parents are invited into school to discuss and finalise the targets.

A robust transition process is in place for young people moving on from Woodfield. The Careers Education and Guidance programme develops skills for transition and the students do a range of visits to all the possible in-county options. Transition planning begins in earnest several years before students are due to leave school with parents being encouraged and supported to visit the local colleges and other provision as well as considering the possibility of a work placement post school. The YC Hertfordshire Personal Adviser is involved as appropriate.

We hold a 'Living Live' event each year where parents and if possible the young people can set out their aspirations and needs for the future as part of their preparation for adulthood. This event is supported by school staff and staff from external agencies such as local colleges, social care and YC Hertfordshire.

When the time comes for your son/daughter to move on from school we will liaise with the receiving school/college/employer and discuss the transition process with them. We will enhance this with, for example, social stories and extra visits if necessary depending on individual needs. We liaise closely with colleges and other post-school providers such as day

centres and employers and each student has a well-structured period of transition, suited to their needs. We believe that all our students and their families are well prepared for the move to their post school placement.

Section 13

When can I get further information about services for my child?

The information in this report forms a part of Hertfordshire's local offer which can be accessed on the Herts Direct website at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

Or via:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

This will give access to all the services available in Herts to support the education of children and young people with SEND