



SEND Information Report

Date of issue: September 2025

Approved by: Full Governing Body

Date: September 2026

Next review due by: September 2027

Our SEND Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Woodfield School.

Woodfield School is a specialist setting catering for 120 pupils with a severe learning difficulty and complex needs.

Our Vision

At Woodfield School our Motto is
Sharing, Caring, Achieving Together

It is underpinned by the following principles:

1. Every pupil is an individual with unique strengths and needs
2. Positive relationships underpin our curriculum and all our work
3. We have high expectations and aspirations for all our pupils and everyone who works at Woodfield School
4. Learning at Woodfield School is engaging, fun and purposeful
5. Our curriculum supports pupils to apply their skills and knowledge in a functional context in school and in their community, ready for an adult life that is as fulfilling and independent as possible

What types of SEND do we provide for?	Woodfield School is an all-age special school (3-19) designated to meet the needs of pupils with a severe learning difficulty and complex needs.
What is our approach to teaching pupils with SEND?	The pupils are taught in small groups with classrooms on average having 10 pupils with one teacher and 4 teaching assistants. We use a strengths-based, person centred approach providing focused learning opportunities which are highly differentiated and modified to meet pupils' needs. A broad and dynamic curriculum enables pupils from the Early Years through to Post 16 to engage in their education. The curriculum offers clear and extensive learning opportunities which enable all pupils to engage and make progress

	from their starting points. Woodfield School uses a primary based model with specialist teachers in the areas of PE and Music. The curriculum style, model and delivery include a wealth of exciting routes for learning and opportunities to develop breadth and depth in learning. A feature of the style of curriculum coverage is repetition, which enables pupils to capture and assimilate the information and skills taught through a kinaesthetic approach. This approach includes the development of life skills through personalised work-related learning, accreditation and transition to Further Education. Timetables and lessons are responsive to the needs of pupils. Included in this offer is the assurance that personal care and attention to all basic needs are met. Teaching is solution-focused and responsive to the identified needs, conditions and interests of the pupils. Due to degenerative conditions and diagnosis, some pupils may lose skills, and their progress may be impeded. Teaching for these pupils therefore needs to focus on maintaining the skills that they have for as long as possible. Resources Staff are the greatest resource in the school and are expert in using strategies for overcoming barriers to learning. There are fully trained staff in Moving and Handling, Hertfordshire STEPS (Therapeutic Thinking), First Aid, TEACCH, Elklan, SCERTS and emergency medical interventions (including, for example, the management of gastrostomy feeds). These are routine aspects of training for school staff. All staff are skilled in the use of a wide range of communication systems to include Picture Exchange Communication strategies, signing (Makaton), use of True Object Based Icons (TOBIs), Alternative Augmentative Communication (AAC), Voice Output Communication Aids (VOCA), activity cues and a variety of visual systems to support learning. This coverage enables staff to provide each child with access to functional communication at an appropriate level. We offer a wide range of specialist resources, which include: • Swimming pool (therapy) • Music Therapy • Sensory Rooms • Soft Play area • Outside fitness equipment • The Dell – Wooded area which provides a cross curricular learning space • Food Technology Room • Future Kitchen Room • Coffee Shop
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- Charity Shop

These areas are supported by specialist expertise to further increase learning opportunities.

Trans-disciplinary Approach

Within the school a range of professional's work with pupils, parents and staff to ensure that the best possible guidance is provided to encourage and support educational development. These professionals include Physiotherapists (NHS), Occupational Therapists (NHS - including wheelchair services of technicians, engineers and associated professionals), Music Therapists, Speech and Language Therapists (NHS), Educational Psychologists, Clinical Psychologists, School Nurses (NHS), Consultant Community Paediatricians (NHS), Orthoptists, plus Advisory Teachers for Autism, Visual, Hearing and Multisensory Impairment. The Educational Audiologist adds to the rich and expert advice that is available in an SLD school. The interventions and experience of a variety of professionals enable families to be fully supported and consulted, which provides an inclusive wrap around service model with the school at the centre of it.

Curriculum

All of our pupils follow a three-year cycle theme-based curriculum, which builds on previous learning and is differentiated by Key Stage and Learning Pathway. We have three Learning Pathways and modify the curriculum for each one. Across the school we cover the following seven curriculum areas: 1. Communication and Language, 2. Personal, Social and Emotional Development, 3. Physical Development (including self-care), 4. Literacy, 5. Maths, 6. Expressive Arts and Design and 7. Understanding of the World. The routine of the day remains largely unchanged across the school as our pupils grow and develop, we add in more ambitious Community Access in each Key Stage

Key Stages 2 and 3

Our curriculum in Key Stages 2 and 3 builds on the foundations of our EYFS and KS1 curriculum. Pupils develop their skills and knowledge further across the seven curriculum areas and work on increasing independence. In this phase of our curriculum, our pupils begin to access the community further afield and for longer periods of time, ready for Key Stages 4 and 5.

Key Stages 4 and 5

The curriculum for our older students is designed to provide an emphasis on transferable skills which are used in future provision and adult life. This includes developing important life and social

	skills needed for becoming members of the community. Students utilise the school coffee shop, Future Kitchen and charity shop where they can practise work related skills along with visiting local shops to practise money handling, shopping, road safety and travel training where appropriate. Students are not expected to wear school uniform for their last three years at school. This is to help with a gradual transition towards college and adulthood. Following the principles of the Gatsby Benchmarks. The objectives for their work-related and life-skills learning are as follows: - Helping students to understand the changing environment - Facilitating meaningful encounters with employers for all students - Supporting positive transitions post-16 and post-19 - Enabling students to develop the research skills to find out about opportunities - Helping students to develop the skills, attitudes and qualities to make a successful transition into the next steps in life - Encouraging participation in continued learning, including further and higher education and apprenticeships - Supporting inclusion, challenging stereotyping and promoting equality of opportunity - Contributing to strategies for raising new opportunities, particularly by increasing pupils' confidence AQA Unit Award Scheme For all pupils in Key Stages 4 and 5, they are enrolled onto the AQA Unit Award Scheme (UAS). It is not a qualification, but UAS allows all pupils to have their achievements formally recognised. Pupils are rewarded with a certificate of achievement each time they successfully complete a unit of learning. This allows us to build up a portfolio of certificates to evidence their skills, knowledge and experience over time. We then share these portfolios with college to help them identify a starting point for when the pupils join them at Post 19. The UAS we use alongside our bespoke curriculum and teachers identify units in which pupils have achieved the necessary criteria as part of their day-to-day learning. Arts Award Woodfield School's Expressive Arts and Design lead teacher supports a group of students to achieve the Bronze Arts Award which is a Level 1 national qualification. Students take part in a creative activity they enjoy, go to an arts event, research their arts inspiration and share their skills with others. A selection of students will present their Arts Award portfolio to an external moderator as part of their assessment. Students plan their work with teachers on
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	a weekly basis and keep a record by creating their own Arts Award portfolio. Work Experience and Community Links As well as work-related learning opportunities on-site, we have started to re-establish work experience opportunities off-site. We buy in additional support from the Local Authority team to facilitate. At the moment, there are potential work experience placements with a grounds work company, with a local supermarket chain, with a local library and with a local gym. We also commission additional personalised visits into the community for our Key Stage 5 cohort based on individual students' interests and strengths. We also have a number of organisations that come in and work with our pupils, e.g. Saracens Rugby club. We are also starting to re-establish ourselves in our local community, e.g. we attended the Leverstock Green Voluntary Association Summer Fair to strengthen our links with local people and businesses.
How do we adapt the curriculum and learning environment?	A far reaching and broad curriculum enables pupils from Early Years through to Post 16 to engage in education. The curriculum offers clear and extensive differentiation and personalisation, which enables all pupils to engage in the learning process. Teachers will plan and set half termly personalised learning outcomes, for all seven curriculum areas, that are challenging and meaningful for all pupils. Pupils are assessed from their starting points and progress is evidenced over time.
How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?	Woodfield School has forged links with mainstream schools. At the moment, we have a group of Key Stage 2 pupils from Tudor Primary School who visit weekly to take part in food technology lessons with our Key Stage 3 pupils. We also visit them at their school. We also take part yearly in the Colnbrook Dance Festival which includes pupils from mainstream and special schools. We also take part in Hertfordshire wide arts competitions and events, e.g. the Hertfordshire Schools' Gala 2025 at the Royal Albert Hall.
How do we consult parents of pupils with SEND and involve them in their child's education?	We use the online platform called Evidence for Learning to share information about their child's progress with parents. This enables teachers and teaching assistants to capture pupils' learning across the year. We log progress against learning objectives and EHCP targets and share this information termly with parents. Parents are invited to contribute to the Educational Health Care Plan (EHCP) annual review in written format and through their attendance at the meeting.

	Timetables and an overview of the curriculum are shared, and we discuss with parents at the termly Parents' Evening and at the Annual Review how their child is developing and progressing at home, and how we can support their child together. The school operates an open-door policy which enables parents and carers to come in to share any concerns or to request a phone call from a key member of staff. Parents are included in training opportunities such as Managing Difficult Behaviour and Preparing for Puberty. We also invite parents in to share in their child's learning by attending special events such as The Winter Fair, Dance Festival performance, Colourscape in School, Singing and Signing Assembly and Sports Day.
How do we consult pupils with SEND and involve them in their education?	A pupil from each class participates in School Council every half term which contributes ideas and suggestions for school improvement. Pupils are supported to complete pupil view forms for their EHCP review. Pupils are involved in ongoing learning conversations in lessons which link to the assessment and monitoring of individual progress. Pupils are beginning to use photographs and video as they are supported to review their learning and to support their understanding of both what they have learnt and the next steps. Pupils are actively involved in class assemblies and share news and achievements daily.
How do we assess and review pupils' progress towards their outcomes?	The school uses the Woodfield Steps assessment tool, which is based on the old P-levels, Routes for Learning, Development Matters and the Early Developmental Journals. There has been input from our lead Speech and Language Therapist into the Communication and Language Woodfield STEPS. The use of Evidence for Learning helps teachers to identify the small-step progression of the pupils, by taking photographs, videos and observations. These highlight the progress of each pupil towards their learning objectives. Across the school all pupils will be set personalised learning objectives for each curriculum area every half-term. The learning objectives set link directly to lesson and half-termly plans. The progress of pupils is assessed and recorded weekly on the planning sheets. This information is used to inform planning and next steps in learning. Progress is shared with parents throughout the school using Evidence for Learning. In Key Stages 4 and 5 the Unit Award Scheme allows all pupils to have their

	achievements formally recognised. Pupils are rewarded with a certificate of achievement each time they successfully complete a unit of learning. This enables them to build up a portfolio of certificates to evidence their skills, knowledge and experience over time. An Education, Health and Care Plan (EHCP) review meeting is held with the parents annually to discuss their child's progress against the EHCP outcomes. These outcomes focus on the child's individual needs.
How do we support pupils preparing for adulthood?	Pupils throughout the school are encouraged to be as independent as possible using the skills they have. This will include aspects of personal care, personal organisation, learning to be independent of full adult attention, moving around independently and much more. The Key Stage 4 and 5 curriculum is designed to focus on teaching student's skills for life. Access to career opportunities includes the school Coffee Shop, the Future Kitchen and grounds work in and outside of school. At post-16 level, pupils begin the transition to FE and into social care providers. To support our young people through this transition, FE colleges visit pupils at school to see them in an environment where they are confident and successful. Pupils also attend their preferred college for assessment, meeting staff and seeing the college campus that they will be attending. Colleges then facilitate day visits to further support their transition. Social care providers visit pupils at school prior to them beginning at a new service. A collaborative approach from FE, 0-25 service, Hertfordshire Services for Young People and social care providers support our young people with life after school.
How do we support pupils with SEND to improve their emotional and social development?	At Woodfield School positive relationships underpin the curriculum and all our work. The school views relationships and emotional wellbeing as vital to learning. There are good ratios of staff to pupils so that they can feel nurtured, valued and have their needs met. Anxiety Management Plans or Risk Reduction Plans are created if required and staff meet regularly to maintain levels of awareness and training. The school has a significant focus on communication as many problems arise out of frustration at not being able to speak or express their feelings. The school provides specific work in communication within the curriculum with the Total Communication approach.

	For some identified pupils there are opportunities to engage in music or art therapy. Pupils, staff and parents are able to access support through the Mental Health Support Team, who have a worker in school for one day a week.
What expertise and training do our staff have to support pupils with SEND?	There is a highly skilled workforce that consists of a range of professionals, teachers, higher level teaching assistants, teaching assistants and therapists. Some staff are qualified CPD trainers so that the school can provide an in-house training programme to ensure that all staff have basic skills in the aspects of meeting SEND that are universal across the school. The Senior Leadership Team (SLT) and members of the Family Liaison Team are trained safeguarding officers to ensure that pupils are effectively protected from harm. SLT ensures all other staff are aware of their duty of care to keep children safe. The teaching team consists of skilled primary practitioners. A number of the teaching team have higher level qualifications and Masters degrees. Teachers regularly engage in further studies which encourages a thirst for knowledge and life-long learning. Through this approach teachers have gained greater expertise in Leadership, Autism, Multi-Sensory Impairment, child development and many other specialist areas. Teachers work closely with other professionals such as Speech and Language Therapists, Physiotherapists and Occupational Therapists who provide support and guidance to school staff. Knowledge, skills and practice is shared within the school, and the school is closely involved with special schools across the region so that we keep abreast of ideas and practice that we could use.
How will we secure equipment and facilities to support pupils with SEND?	The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils. For example, the school has recently completed improvement works to the outdoor learning environment. Some specific resources come through other agencies i.e. equipment such as standing or walking frames to support those with significant physical difficulties. Sometimes the school will secure resources through making applications to charitable organisations
How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?	The school is well supported by the 0-25 Children's Services Team, the VI and HI Services, Speech and Language Therapy Team, the Physiotherapy Team, the OT Team and the School Nursing Service. Some of these services attend reviews and see pupils in school to monitor their progress/needs and to share information with the school.

	For Key Stage 1-4 aged pupils and their families, PALMS offers support with communication and behavioural needs. This service is complemented by early intervention work provided by the Mental Health Support Team. When pupils transition into adult services, many are referred to the Community Assessment and Treatment Service (CATS). This service provides Psychology, Psychiatry, Occupational Therapist, Speech and Language Therapy, Clinical Nurses and the Adult Epilepsy Service. Hertfordshire Services for Young People provide a traded service from Year 9 until pupils leave in Year 14 to aid transition into adulthood. The Personal Advisor to the school uses their time to meet with parents to gain significant knowledge and understanding of their young person as well as seeing the young person in an educational setting. The 0-25 Service usually attend EHCP meetings for Year 14 pupils. At this point in the transition social care packages are reviewed along with carers' assessments. Respite services are essential for some families and their needs are highlighted through this process
How do we evaluate the effectiveness of our SEND provision?	The school evaluates its own effectiveness, and this is monitored through a variety of processes. The Head Teacher reports on all aspects of the school to governors, and identified governor leads independently monitor and test out information they have been given. The school buys external monitoring to provide governors with an external view of the school and the Head Teacher's performance. Our last Ofsted inspection took place in October 2024. You can read the report here
How do we handle complaints from parents of children with SEND about provision made at the school?	There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either their Class Teacher or the Deputy Head Teacher or Head Teacher. If a concern is more formal, then the parent would be directed to the Complaints Procedure which is found on the school's website. We would hope that through early intervention any complaints would be resolved without the need for this stage.
What support services are available to parents?	At Woodfield School we have a Family Liaison Team, who support parents to access further support where needed. We are able to listen to parents' concerns and needs providing a sign posting service and making referrals if required, for example, early help referrals to support parents to access Short Breaks provision. The school provides training for parents, for example, in

	behaviour management and puberty. We have information and links to other services on our website, and there are leaflets available to parents when they visit the school. Our fortnightly newsletter also provides details of support for parents.
Where can the Local Authority's Local Offer be found?	https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx We signpost and help parents to navigate the information in the Local Offer.