



SEN information report

The school transferred to academy status in April 2013

The Woodlands Academy is a co-educational special school for pupils 3-16. The school caters for pupils with a wide range of complex special needs. All have learning difficulties ranging from SLD to MLD. 88% have communication difficulties with a significant number of these pupils within the autistic spectrum. The Academy is in an area of high deprivation. The academy has been rated good and outstanding over the past 3 Ofsted Inspections.

The emphasis of the school is on providing a truly meaningful curriculum to an ever-changing complex cohort of pupils which is accessible to **all** and which allows them to develop into confident individuals who through high expectation are able to achieve and become as independent as possible finding a fulfilling place within the wider world. Our vision is to provide high quality education for all children. To identify the need and talents of each student and support and educate them reach their full potential. We provide a supportive caring environment where every individual is valued and expected to give their best in order to raise standards. All pupils who attend the academy have SEN. The academy is a specialist provision.

We aim to:

- provide a safe healthy stimulating happy environment & foster feelings of mutual trust and respect between all adults and children within the school community
- to work effectively in partnership with parents, carers, professionals and other schools
- to promote & maintain good community links and relationships
- to ensure all leaders and governors fulfil their roles to the full benefit of the school
- to encourage pupils and staff to respect the beliefs, feelings needs interests opinions and belongings of others
- to prepare pupils for the future by encouraging independence and a sense of self-worth reliability and responsibility
- to promote the personal social and emotional development of all pupils
- to celebrate the efforts and achievements of all members of the school community

As a result of evaluating all the changes in the nature of the school there has been further evaluation of the curriculum to ensure the range of needs are all met and thus broaden opportunities for progress and real participation and expression.

The development of opportunities to develop independence in meaningful situations is having an impact on progress. We believe these skills are central to the life chances of all our students. The curriculum has been rewritten to ensure high expectations which are relevant and develop the Key and functional skills of all pupils. The curriculum coverage map clearly supports staff in the delivery of teaching and learning in key, core and functional skills. Support and training areas have been provided around key development requirements, including health, sensory development and e-safety. All statutory training is set and monitored through staff induction

Teaching assistants are fully involved in the high quality teaching. They all receive specialist support and training to ensure they can meet the range of learning, communication, behaviour and sensory need. Teachers and teaching assistants are monitored through rigorous monitoring and mentoring.

We continue to provide training support and advocacy for parents and services re ASC and communication and behaviour in particular. Parents are welcome to an assembly monthly and to regular events at school. We have open evenings and parents / carers events to allow learning and strategies to be seen in action. Parent feedback is welcomed at annual review and in biannual questionnaires

School self-evaluation underpins everything we do. The emphasis on a rigorous quality assurance process reflects this. The focus on teaching learning and differentiation has highlighted areas to develop and to recognise outstanding practise. Progress measures are now far more rigorous and the data provided through the new assessments which have been introduced ensure clear meaningful progress about all key areas of learning and development. Feedback to all is now clear and transparent. (see assessment information on the website)

Parents /carers are positive about the information provided. They feel it is more clear and they can see progress and /or challenge any issues identified. Progress measures and assessment more often involve the child and family to provide a holistic approach and greater understanding of real progress. Governors have expressed the same views.

There has been a full review of accreditation and assessment tools. These ensure that impact of the developments introduced on outcomes and measurable progress for all students. Our school written program has built in measurable outcomes to inform future targets this allows meaningful monitoring of and planning for teaching and pupil's attainment.

The Academy is providing link courses for those who have specific skills and is developing ASDAN further to allow challenge and achievement at all levels. Open Awards and employability courses are now in place

The pastoral support and intervention team has demonstrated a clear positive impact. Data shows clear progress The Woodlands Academy is a school for children with Special Educational Needs. Our pupils have a range of needs such as Autism, Speech Language and Communication Needs, Behavioural Social and Emotional Difficulties, Attention Deficit

Hyperactivity Disorder, Moderate to Severe Learning Difficulties, Global Developmental Delay and medical conditions.

All of our pupils have experienced trauma in some form and whilst we enable them to manage their emotions through strong relationships and co-regulation we also encourage them to achieve in all aspects of life through challenge.

For those pupils who have been identified and have then received the specialist therapeutic interventions. We can see through our new progress measures are already having a measurable positive impact on outcomes. This specialist provision is largely supported through pupil premium

Health Safety and the safeguarding of children is at the forefront of all that we do. All staff are trained in child protection at least every three years. All new staff and governors are expected to complete the on line training as part of their induction within a timescale. There are regular updates through meetings to remind staff of the policy and their responsibilities. Governors receive training biannually.

The headteacher, and pastoral manager are currently trained as a designated person for child protection. The building and grounds have been reviewed with police and governors to ensure the best possible security when on the school site. Further improvements are planned with a timescale for completion. Children feel comfortable confident and secure. The organisation and visual structure supports them in feeling safe while being as independent as possible. Pupils are supported and specifically taught how to express themselves - their needs wishes and feelings. Bullying in any form is addressed and managed effectively

The academy works with both children's services (social care) and with the disabled children's team.

As there are a significant number of children very high additional needs where we need to ensure staff are fully updated re needs and changes. To ensure this happens there are now individual reflective chronologies and key workers for every child which are continually updated and inform next steps.

The timings of the school day and organization of breaks and lunchtime has been changed following unannounced behaviour audits and analysis the whole school day. There is analysis of the key issues information contained in Behaviour plans /risk assessments to ensure these are clear and thorough .Behavioural expectations are clear with well established and with motivating individual reward systems in place for all pupils

There are however some pupils with significant behaviour issues who regularly require significant interventions. Outcomes are usually excellent for this group of students.

There is very strong and supportive pastoral care as well as specific groups to address issues re growing up, anxiety, relationships, social behaviour and emotions. The academy is now able to identify the full needs of all children through the systems introduced over the year and training has been provided for all staff regarding specific support programs including attachment training and the introduction of the five to thrive program

Feedback from parents and pupils in conjunction with observation confirms the level of engagement, enjoyment and motivation. The school successfully helps pupils become active members of the school community. Pupils also participate in a range of wider community events including a range of sporting cultural and multicultural activities. The academy works with a local community group to provide bike-ability sessions for local SEND children. Catering and healthy clubs are also held at the school for community groups

There is increased specialist and specific resources available throughout the school to ensure physical, sensory, medical needs are met as well as communication and independence needs. Areas and equipment including ICT are reviewed and audited at least annually to allow planning for high quality provision

The emphasis is on meaningful teaching and learning which encompasses all needs. The learners participate in highly multi-sensory active learning with opportunities to develop independence, social skills, language/communication while their basic and key skills are developed. Specific teaching structures are used including therapies.

The Academy is also working closely with the development of services for disabled children in the area. The plan is to look at joint ventures and commissioning around specific identified needs and roles. This includes the academy working with local businesses / charities to develop provisions both into adulthood and for greater social independence activities

The academy works very closely with health including learning disability services, speech and language therapists, occupational therapy, and community paediatrician.

There is an ongoing program of governor training which governors have prioritised through self- evaluation. They have identified the improvement areas. Governors have established areas of responsibility throughout the Academy. They are actively involved in the monitoring of these through visits and meetings to improve their knowledge and ensure greater knowledge and thus the ability to challenge while supporting future development.

There is excellent measurable progress in ALL aspects of the pupil's development, in learning, behaviour, self- esteem, independence and social / emotional development (see assessment information and data

The Academy is highly effective in all aspects.

The evidence for this judgment is clear through all aspects of the evaluation. The school continues to move forward and evaluate at all times. It has again been required to drive forward with significant changes to meet changing needs. This capacity to keep moving is due to belief in what is the ethos of the school by all staff members and the commitment and innovation shown by the majority is exceptional. The governors display dedication and belief in the way the school is moving and are keen to work in partnership to ensure this continues