



SEND Department

Woodland Middle School Academy



Woodland Middle School Academy

Malham Close

Flitwick

MK45 1NP

01525 750400

woodlandacademy.co.uk

Twitter - @woodlandacademy

Welcome to Woodland

This booklet will give you a brief overview of the SEND department and hopefully answer any questions you may have.

We pride ourselves on being an inclusive school, our aims are to ensure that your child is happy, included fully in the life of the school, making progress and is working towards independence over the four years of middle school.

In here you will be able to find

- A list of provisions/interventions that we may offer – new groups or sessions may also be added over the course of the year
- Ways of contacting the department
- An outline of what you can expect from us over the course of the year
- The key staff that your child will meet and probably talk about at home

We also have an information report on our website which includes some links which you may find useful and the SEND policy which outlines more information.

The TA team

The teaching assistant team is a close knit group who have many years of experience working with children in education.

The purpose of the TA is to encourage, develop independence and ensure children are supported in accessing the curriculum. Our TAs have a variety of specialisms, have undertaken training for various areas of need and are committed to supporting children.

We deploy TAs to support young people either in the classroom or to run small group sessions. We refer to TAs as adult support, or key workers but try to avoid the term 1 to 1 as this suggests an adult who is there to solely help one child - this is not healthy for anyone.



Room 34 and 35

Room 34 is a classroom where learners are scheduled to receive support with cognition and learning needs - this will primarily be for work on acquiring basic literacy and numeracy skills. Precision teaching, concrete materials, games and repetition are used to secure the skills needed to access the curriculum.



Room 35 is a room which is accessible for pupils who may need some time to reset before returning to lessons. We recognise that sometimes pupils can have a bad day, become overwhelmed or find some aspects of school complex for many reasons - this space is designed to support with these challenges.

Key worker

The key worker is a designated staff member who will be the key point of contact for your child. They may help with organisation, reading, checking in or checking out or dealing with minor issues that for children can be very important.

The named TA will support your child when the pupil passport is updated, will check in with your child and will ensure that aspects of their provision are running smoothly. They will become one of the people in school who knows your child really well.

Talk About Group

This is a course of lessons where we will address specific areas identified by teachers, EHCPs, EPs or children. Some areas of focus in the past have been: road safety, making friends, dealing with an argument and personal hygiene. The group is run during lesson time so children will be removed from lessons in order to attend the session. The aim of this group will be for young people to develop functional communication, interaction and social skills which they can apply to situations inside and outside school.

Read Write Inc

Read Write Inc, Fresh Start is a literacy programme based on the rigorous teaching of synthetic phonics and is run by a specially trained TA. The programme is designed as an intervention programme for older primary pupils who need to rapidly catch up in reading so that their reading age is closer to their chronological age. Read Write Inc is taught for three hours a week and students will be removed from their normal lessons to do this work. We decide whether children should join this group based on a standardised reading test.

Catch Up Literacy and Catch Up Numeracy

Programmes delivered 1:1 by a trained TA to support young people in reading and/or number. This is delivered in two 15 minute sessions a week, one session will normally take place before school (8:10-8:40).

Talk About Group for girls

A group that follows a programme developed by Tina Rae called 'The ASD Girls' Wellbeing Toolkit'. This targets support for girls in the school with a diagnosis of autism or those who have social communication difficulties. They are typically girls who may have friendship difficulties, complex presentations at home or girls who need to be able to discuss communication and social situations in a safe place

Learning Mentor/ELSA

The learning mentor/ELSA (Emotional Literacy Support Assistant) is in school to support young people to overcome their barriers to learning. Barriers for children can take many forms: grief, stress, worry or friendships. The learning mentor is there to support children; they will teach them strategies to develop resilience so that their school day is as positive as possible. These are 1:1 sessions. Young people are referred to the mentor/ELSA and parents will be contacted by school prior to this work being undertaken as well as being encouraged to take part in supporting their child. We have two ELSA trained staff in school.

Sensory and physical needs

We have a number of staff who have been trained to administer personal care and physiotherapy as well as staff who cater for a range of physical and medical needs. All of this is done under the guidance of medical and health professionals.

Speech and Language support

We use programmes recommended by EPs or follow guidance of specialist speech and language specialists. Some programmes include: Language and Thinking, Black Sheep Press and advice from the Speech and Language Toolkit.

Sensory Circuits

A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit should be an active, physical and fun activity that children enjoy doing.

Meet and Greet

In rare cases, some children can find the transition from home to school complicated and they may need support to get into school. A meet and greet will be a person who will meet your child at the main entrance, offer support and reassurance and help them transition into the school environment and day.

ILPs

Individual Learning Plans (ILP) are a way of structuring interventions that take place in the Maple Centre - if your child has an ILP it will be a folder that contains specific work targeted at their needs. This might include phonics work, fine motor skills activities, speech and language work or precision teaching grids. This work will take place in short bursts over the course of a period of time and is closely monitored by the intervention teacher and SENDCo.

Precision Teaching

Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention. It is a highly structured programme and takes place in regular short sessions.

Drawing and Talking

Drawing and Talking is a 1:1 intervention delivered by a trained teaching assistant. It is a gentle, non intrusive method of working with children who need a little help to support their emotional and learning needs. Sessions take place weekly for one term and last 30 minutes.

Timetables

Young people will be provided with a copy of their bespoke timetable on Arbor, interventions that differ from their class timetable will show on there. This will be kept up to date, reflecting any changes that are made throughout the year.



SEND - what is it?

Children with SEND need something additional to or different from what is typically available to children in school.

What is typically available to all pupils can be found in this document:

[The Graduated Approach](#)

Those who require more than what is called *high quality teaching* or *ordinarily available provision*, go onto the SEND register and have a plan of support. The reason for this is teachers make lots of adaptations to how they deliver material and so wobble cushions, time outs, access to ELSA are all part of what is available to all.

SEN Support

Every child with special educational needs should have SEN support. This means help that is additional to, or different from, the support generally given to other children of the same age.

The purpose of SEN support is to help children achieve the outcomes or learning objectives set for them by the school. Schools involve parents in this process.

Our SEND information report about the SEND provision the school makes can be found here

[Information Report](#)

EHCP

An EHC plan is a legally-binding document outlining a young person's special educational, health, and social care needs. The document has to list all of the child's special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified.

Whenever external agencies are involved, you will be consulted and involved in everything that happens. This will also be the case for interventions. The best support for any young person involves school, agencies and families working together.

Areas of need in the SEND code of practice

Cognition and Learning

Where children and young people learn at a slower pace than others their age, they may:

- have difficulty in understanding parts of the curriculum
- have difficulties with organisation and memory skills
- have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Being below average or making slower progress, doesn't necessarily mean your child has special educational needs but it is something that we will explore.

Social, Emotional and Mental Health (SEMH)

These are a type of special educational needs in which children and young people have severe difficulties in managing their emotions and behaviour. This might mean they show inappropriate responses and feelings to situations. They may have trouble in building and maintaining relationships with peers and adults, they may struggle to engage with learning and to cope at home or in school. Young people with SEMH may feel anxious, scared and misunderstood and behaviour can be really complex for school and home to manage.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to do, understanding what is being said to them or they do not understand or use social rules of communication. Every young person with SLCN is different, and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Physical and Sensory needs

Sensory needs, which can involve hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties and can occur for a variety of reasons - for example, congenital conditions, injury or disease. The important consideration in this area is how much the difficulties impact on a young person's ability to access educational opportunities.

Glossary

ASD/ASC

Autistic Spectrum Disorder/Condition

CDC

The Child Development Centre - this is in Kempston and is where children will go for assessment for ASD, ADHD or physical difficulties.

EHCP

Education, Health and Care Plan – these used to be called a statement. This is a legal document that outlines the support your child must be provided with and covers education, health and social care.

EP

Educational Psychologist

External agencies

We deal with agencies including Jigsaw (for behaviour in years 5 and 6), EP, ASD specialist teachers, speech and language therapists, school nurse, physiotherapists, social workers and CDC.

ILP

Individual Learning Programme

Intervention

A group which is intended to provide additional support outside of normal lessons.

Learning Plan

A plan devised to support a young person to progress which will include outcomes/targets and strategies. Sometimes called IEP.

Provision Map

The online tool which you can access to see your child's information and learning plan - individual passwords will be sent out at the start of the year. We aim to use this as a primary source of information.

Pupil Passport

Sometimes called a PEN Portrait, captures your child's thoughts as well as yours.

QFT

Quality First Teaching

Screenener

A tool used to give possible indications of SPLD, they are not a diagnosis but an indication that a difficulty may exist. We use a screener for dyslexia.

SENDCo

The Special Educational Needs and Disabilities Coordinator.

SpLD

Specific Learning Difficulty - this is from a diagnosis.

FAQs

Who is my child's 1:1?

We do not allocate one adult to one child - this is not best practice and goes against advice from all research and professionals. You will hear the terms additional support, key worker or TA. The additional adult will aim to support the young person in the room - this will take the form of: prompts, support with working, scribing, supporting with resources. It will not mean an adult sitting next to your child all day.

Who do I contact if I'm worried about my child?

Day to day, your child's form teacher is the person who will see them the most, please email them with any concerns. The SEND department works closely with form teachers but please contact us directly if you wish.

How long do I wait before I contact school if I'm worried my child is struggling or needs support?

The sooner we know that your child is struggling, the sooner we can assess them and provide support.

Will someone show my child where to go or help them when there are changes?

Yes. We are always aware of the stress and worry that 'the little things' can cause. There are lots of people to guide, direct and support.

How will you help my child who has dyslexic tendencies or who has dyslexia?

Dependent on your child's needs and the severity of their difficulty, we will decide on the level of support - it may be that they have additional support with learning to read; they might have access to a spelling programme; quality first teaching will mean that the teacher knows and makes adjustments to how they support your child in accessing lessons.



Will I know about changes to the timetable or lessons?

Yes. We try to keep communication frequent and update you with changes. Sometimes, there are mistakes but do email us and they will be sorted quickly - Arbor has your child's timetable and interventions on there.

Where can I look for help and advice outside of the school?

There are many forums to join and connect with other parents, the two links below are a great place to start.

<https://www.autismbedfordshire.net/>

To find out about Central Bedfordshire's SEND services, click here...

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

Contact us

SENDCo - Emma Gibson

gibsone@woodlandacademy.co.uk

Emma Gibson is the lead for SEND and inclusion at the school and coordinates the care for all students with an EHCP or those on Stage 2.

SEN Team Leader - Emma Wiggett

wiggette@woodlandacademy.co.uk

Emma Wiggett deals with all students on stage 1 as well as all students with HI, VI or physical needs, she also manages year 4 into 5 transition.

SEND administrator - Emma Minos

send@woodlandacademy.co.uk

Emma Minos is the key point of contact in an emergency. If you ever need to relay an urgent message, email her and she will pass on the information to a key worker or relevant staff member. Emma also manages the diary, books appointments and coordinates the day to day running of the department.

Care plans, updates or medical support

Lucy Barnes

barnesl@woodlandacademy.co.uk

Lucy is in school Monday - Wednesday and she is the person to contact if your child has a medical plan and you have any updates to make.

Most contact made by the SEND department will be made by email and Arbor.
