



**Tettenhall
Wood
School**



All About Us

SEN Information Report

September 2016 updated January 2017

Our Vision

Why do we do what we do? We want to be an outstanding school that is a place of opportunities for all pupils to achieve the best of their abilities and making a valued contribution to society.

How do we do this? Through aspirational teaching ensuring outstanding outcomes for each individual pupil

Our Mission:

Do our



best

and



celebrate

Our Values

- C Collective responsibility
- H High expectations
- I Independence
- L Learn and reflect
- D Dignity and respect

What our parents say:

It has been really enjoyable and I'm very impressed with how much they do and how much hard work the teachers put into it.

It is always nice coming into school to see how Daniel is getting on. He is doing brilliantly, as are all the teachers in his class. He has really come out of his shell recently. I know he loves swimming and P.E. Can't wait until next time. Thank you so much for the opportunity.

I'm so glad I got to come this morning. It has been so nice just to see how Krish is in his class. I feel so proud knowing he listens and joins in and how good his behaviour is at school. What I liked too was that parents could talk to the teachers as well as joining in with their child. Was a lovely atmosphere.

Our School and the types of SEND we provide for

Tettenhall Wood School provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We currently provide education for over 100 pupils with a diagnosis of Autistic Spectrum Disorder (ASD). Pupils attend school from throughout the City and are age 5-19. As part of the Local Authority's vision for SEN provision in Wolverhampton, Tettenhall Wood School is the designated school for pupils with ASD. Within this category their primary need is cognition and learning but there will be pupils with additional needs relating to communication, medical, physical or behavioural issues.

In September 2012 the school moved into a new purpose built building which has been designed to cater effectively for the needs of our pupils. The building is very spacious and has a number of specialist rooms including a state of the art Swimming Pool Area, Sensory Gym, Interactive Learning Areas and excellent outdoor facilities.



From January 2017, as part of an EHC needs assessment or on identification in an EHCP, the school is able to offer an outreach programme of behavioural analysis, overseen by a suitably qualified person for a specific number of hours per week.

How will I be consulted and reported to on my child's education?

You will have plenty of opportunities to meet the class teacher and team throughout the year. This is then the form of open day events, EHCP Transfer Reviews, Annual Reviews, Parents Evening and informal "drop ins" or telephone conversations. We use all previous knowledge of your child, including information from you to begin our assessments. On entry to school the first six weeks are used to get to know your child and complete formal assessment and observations to give us baseline data and targets can then be set. We also have a Family Liaison Officer who will make contact with all new families to ensure that we are supporting you and your child in all areas of life.

Individual Education Plans are written for all pupils, which are evaluated and revised termly. These are shared with you and your contributions are most welcome. Progress is reported via the Annual Review process.

Annual Reviews of Statements/Education Health and Care Plans take place each academic year to ensure that your child's educational needs are being met.



Each pupil will receive an Annual Report to Parents and this is used to report the progress made over the year and captures all the other areas of progress such as independent skills, effort and behaviour.

How do school evaluate the effectiveness of SEND provision?

Tettenhall Wood School considers a wide range of evidence in order to evaluate its effectiveness. This includes, but is not limited to:

- IEP target data
- Impact termly tracking with adaptations made to provision, through the use of interventions as required.
- Progression Guidance target data
- Exam data
- Lesson observations, scrutiny of pupil work, teacher planning and record-keeping.
- Parental/carer feedback
- Pupil feedback
- Individual plans relating to behaviour, physical needs, etc.
- Annual report to all Governors.
- Regular reporting of progress to the dedicated link SEND Governor.
- SEN Information Report published on our website.

What different teaching approaches do you have?

All pupils are taught within small class groups, and the size of the group and level of staffing is dependent upon the nature of the group. Teaching strategies and styles are dependent upon the nature of the group being taught, and on the nature of the individual needs within the group.

All quality first teaching is carefully differentiated and is appropriately supported by class staff and specialist support teams such as Speech and Language Therapists, Occupational Health and Educational Psychologists.

The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include TEACCH, a sensory approach, Intensive Interaction, visual learning, augmentative and assistive communication systems, including Makaton signing, symbols, photographs, objects of reference and PECS. Rebound Therapy, massage and yoga are also approaches used to aid access and enhance the curriculum offered. A summary of these are below.

Sensory Approaches

Some children learn best through using all or some of their senses. We encourage them to explore through their senses using sound, bodily movement, taste, touch and vision to learn new skills, to understand and make sense of their world and most importantly to have concrete experiences in a variety of contexts.

TEACCH

This method of teaching concentrates on a visual approach to learning. The structured visual approach allows children to access the curriculum and to work towards independent learning.

PECS

Picture Exchange Communication System is a method to develop intentional communication using motivating items. Children are taught to use symbols to select items and eventually form sentences to request, discuss, comment on items with others.

What different teaching approaches do you have (Continued)?

Intensive Interaction

Intensive Interaction is a technique used to aid intentional communication and engagement with others. It uses strategies of copying or joining in with children to develop eye contact and mutual enjoyment, therefore building relationships.

Sensory Integration

Sensory Integration is a therapy prescribed by an Occupational Therapist and involves sensory modulation activities for a range of purposes e.g. reducing the need for constant movement, tactile defensiveness etc. Approaches can involve particular movements and massage programmes.

Rebound therapy

Rebound Therapy uses a full sized trampoline to support sensory integration work, promote core stability and develop communication, interaction and attention skills.





How is the curriculum and learning environment adapted for my child?

The curriculum at Tettenhall Wood School is broad and balanced, and has been developed to meet the needs of our wide range of pupils. Details of the contents of the curriculum at each part of the school is available on our website but also includes:

- English
- Maths
- Science
- The Arts
- Technology
- Humanities
- PE
- Swimming
- Forest School
- PSHE
- Our new Complex Curriculum focusing on Functional Skills

How is my child consulted and involved in their education?

- Pupil Voice
- School Council
- Annual Reviews
- Pupil Self-Referral

How will my child gain support for their emotional, mental and social development?

This is an integral part of our work. All staff share responsibility for this, and this is reflected in our teaching and in our curriculum. The Assistant Head Teacher is the Acting Designated Child Protection Officer and coordinates all work with multi-agency teams to ensure the best possible support is offered to your child. This is also reflected in our Anti-bullying policy, capturing pupil voice and the existence of our school council.

How is the expertise in supporting my child secured for staff members?

Staff have access to a wide ranging programme of Continuing Professional Development which focuses on the needs of our pupils. A full core programme is offered as part of the staff induction then further training is offered to enhance skills in a variety of areas to meet the needs of your child. As we are a learning community we promote the opportunities for professional qualifications and have a number of in-house trainers at hand for regular training and daily input. We also buy-in training and advice on a range of issues such as Educational Psychology and Occupational Therapy in order to ensure that we offer the best possible provision. We currently have staff trained in the following areas: PECS, Makaton, Talking Mats, Intensive Interaction, Eye Gaze, Team Teach, Team Teach Advanced, TEACCH, Rebound Therapy, Forest Schools, and Safeguarding including e-safety, Sensory Integration, Cool Kids and Cool Characters.



What facilities are available to my child and how can they be accessed?

Tettenhall Wood School has recently moved into a purpose built facility. All children/young people have access to all areas of the new school and the curriculum intended for them. This is maintained and developed via our school budget to ensure we are meeting the needs of all of our pupils. Parents can access Matthew Mason, the Independent Supporter via Parent Partnerships.

What are the other bodies involved in meeting the individual needs of pupils at school?

- Access to Inspire (CAMHS LD)
- Access to adult health and Social Care services
- Access to Connexions
- Access to school nursing provision
- Access to physiotherapy
- Access to SALT
- Access to Occupational Therapy
- Access to Sensory Inclusion Services
- Access to Educational Psychology services
- Liaison with Social Services
- Signposting to other services as appropriate

How will school support my child in a transfer between phases of education or in preparation for independent living and adulthood?

Transfer within school between phases is managed by pupil transition days and designated staff meetings.

If a pupil transfers to us from another setting, we will arrange transition programmes if possible. We will request information from the previous setting and may visit the pupil in that setting if time allows.

Preparation for adulthood takes many different forms , for example from focussing on real-life problems in Maths teaching to arranging work experience programmes, or extending the range of community visits and teaching the skills needed to work alongside others. The approach taken will depend upon the individual needs of the young person involved.

If I have a complaint or concern how this will be dealt with?

Concerns will be dealt with under the terms of our Complaints Policy, which is published on our website.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Governing Body will be allocating a dedicated SEND link governor during their forthcoming meeting in February 2017.

The Governing Body require a full safeguarding report of activity to be presented as part of the Headteacher's Report. They monitor the involvement with health and social care, ensuring that there are enough resources attributed to such duties which recently involved the appointment of a temporary Family Liaison Officer.

How the school supports children who are looked after by the Local Authority (LAC) and have SEN

The Designated LAC Teacher is Helen Masters, Deputy Headteacher. Julie Calendar is the LAC link Governor. Both work under the direction of Wolverhampton's Virtual School Headteacher, Darren Martindale and Staffordshire's Virtual Headteacher Sarah Rivers. Pupils identified as LAC have assigned keyworkers in order to promote resilience along with aspirational personal, emotional and academic achievement. We engage with the Personal Education Plan (PEP) so as to create a shared understanding across all settings.

Contact details of support services for parents of pupils with SEND

- Wolverhampton LA publishes the details of a wide range of support services on its Local Offer. The LA's Local Offer is published on its website at <http://www.wolverhampton.gov.uk/send>
- The local SEND Information and Advice and Support Service for Wolverhampton:

Telephone

01902 556945 Helpline and General Service Number

01902 556945/555860 Exclusion Helpline

01902 550396 Parent Information

E-mail

ias.service@wolverhampton.gov.uk

Website

Wolverhampton Information, Advice and Support Service

GLOSSARY OF TERMS

IEP	Individual Education Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SaLT	Speech and Language Therapist
OT	Occupational Therapist
CAMHS LD	Child & Adolescent Mental Health Service for children/young people with Learning Difficulties
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
ASC	Autistic Spectrum Conditions
MLD	Moderate Learning Difficulties
SLD	Severe Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
CLDD	Complex Learning Difficulties and Disabilities
PEP	Personal Education Plan