

Pinewood School Academy Trust SEN Information Report – Autumn 2023

Pinewood School Academy Trust is a 192 place funded specialist SEN setting, for pupils with Learning Difficulties, Autism and Speech, Language and Communication needs. All pupils who attend the school have an EHCP.

This SEN information report states the school's current provision and will be updated annually to reflect any changes and plans within the school.

What types of Special Educational Needs do we provide for?

Pinewood School Academy Trust is a Special School that provides education for pupils aged 11-16 with a range of needs. These may include:

- Communication and interaction difficulties: for example, Autism spectrum disorder, social communication difficulties, speech and language difficulties.
- Cognition and learning: for example, global developmental delay, specific learning difficulties.
- Social, emotional and mental health difficulties: for example, ADHD, anxiety
- Sensory and/or Physical difficulties: for example, visual impairments, hearing impairments, dyspraxia, medical conditions such as epilepsy
- Rare specific diagnoses/syndromes

How are Pupils organised into classes?

Pupils individual needs, Academic ability and social relationships are all considered when allocating pupils to classes. For year 7 pupils and in year admissions this is based on information learnt during the transition process. Once a pupil is allocated to a class this can change if the school believes that is in the best interests of the child. There are also natural times when classes change e.g. moving from year 7 to 8 and also across key stages.

Classes are named after famous people who live or have lived with a neurological difference, specific condition or need and have achieved amazing things. We hope this acts as inspiration for our pupils, helps us celebrate difference and creates amazing learning opportunities.

Year 7 – 3 discrete classes

Year 8/9 – mixed age group classes (maximum of 13 in each class) and 3 specialist classes (limited in number to 8 or 7 pupils)

Year 10/11 - mixed age group classes (maximum of 13 in each class) and 2 specialist classes (limited in number to 8 or 7 pupils)

Specialist classes are based on learning needs and reflect the different pedagogy required in meeting the pupils needs.

The exact make-up of the class structure can change year on year, whilst recognising the maximum number of pupils in the school under health and safety grounds and to maintain the quality of education we are able to provide.

How do we consult with parents/carers and involve them in their child's education?

We encourage contact with parents as pupils perform best when parents/carers and school work together. Such contact can take place in a range of ways.

Prior to your pupil enrolling in the school we welcome parents to visit the school and share information about their child. During these visits parents will attend a short presentation with a member of Senior Leadership Team, where they can ask questions about the school and then attend a tour of the school.

If you decide you would like to send your child to Pinewood you then inform your local authority (usually at the year 5 annual review or the most recent annual review if in year) and the consultation process will start. We will be sent the relevant information and we will then inform your local authority if/if not we believe we can meet your pupils needs. Your local authority will liaise with you around next steps.

Once its confirmed that your child has a place, the transition process will start and you the person responsible for transition will contact you and your Childs current school. A transition plan will then be arranged and carried out.

At the start of each academic year, your pupil's tutor will contact you within the first two weeks to let you know how they have settled in.

Every pupil has an annual review meeting each year, where progress against the EHCP targets is assessed, any changes are considered and new targets are set. Meetings are held at school and parents are asked to contribute their thoughts on their child's progress prior to the meeting. Other professionals that are involved with the pupil or family are also asked to attend the meetings or provide a report where appropriate.

We use "Arbour" an MIS system and you will be given an account. Via this you can email your Childs tutor and we will pass relevant information.

The pupil's tutor is a parent/carers main point of contact and they can be reached using their school email address or by telephoning the school office.

Parents/carers will always be contacted if there is a concern around their child.

Forms of parental involvement include:

- Telephone calls/emails
- Academic review days/Parents evenings
- Termly progress reports
- End of year report
- Transition events for parents and pupils
- Coffee mornings/afternoons for parents/carers
- Workshops/training for parents/carers
- Parent/carers surveys
- Invitations to events such as: sports day, concerts, leavers assembly
- Weekly briefings are sent to parents
- Parent representation on the governing body of the school
- School Vlog
- The school website
- School social media accounts

How do we consult with young people and involve them in their education?

We value the input of the pupils on school decisions and in suggesting goals and improvements in their learning. Examples of how pupils are included are:

- A student council with members from all years discuss various issues that help to improve the learning environment.
- Pupils are used in our recruitment of new staff in the form of a student interviewing panel

- Pupils are asked their views in preparation for their annual review and attend the early part of the meeting, giving suggestions of what they would like to improve
- Pupils are encouraged to correct their mistakes and know what their targets are
- YC Herts gather pupil ideas for their future and interests in year 9 and year 11 in preparation for college.
- Pupils are actively involved in assemblies and sharing news with the peers in their class.
- Pupils are involved in learning discussions within lessons and are encouraged to self/peer assess.

Assessing and reviewing pupils progress towards outcomes:

Class/curriculum teachers will carry out an analysis of the pupils needs and plan for their progress. Teachers use the following things to help with assessment and progress:

- The pupils EHCP
- The School Assessment system
- Their experience of the pupils and how they present in school
- The pupil's prior attainment, progress and behavior
- The Annual review process
- Assessments, experience and advice of previous/other teachers
- Accreditation targets through known accreditation bodies, for example: ASDAN, WJEC Entry Level Award.
- Individual progress compared to their peers
- Views and experience of parents/carers
- Attending pupils progress meetings with senior teachers
- Each pupil's communication profile – updated annually as part of transition into the next year
- Advice from the school SENCO/Department leads
- The use of an Assess, Plan, Do Review Cycle where appropriate
- Advice from other professionals, for example: Hearing Impairment Specialist teacher, Educational Psychologist

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies, approaches or interventions required. We will regularly review the effectiveness of the support and its impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood:

- We share information with the pupil's new school, college or future setting the pupil is moving to. There is a thorough transition process where pupils will attend a taster or taster sessions at their new school, college or setting. The majority of changes are named during the EHCP review and are known so plenty of preparation is made.
- If the pupil is moving to college the main colleges that our pupils attend have transition workers that get to know the pupil by working with them at Pinewood prior to taster sessions and the move to college.
- At the end of each year each pupil's communication profile is updated ready for transition into the next year.

- Career's education takes place from year 8 onwards, with involvement from YC Herts in year 9 and 11. We have a clear strategy against the Gatsby Benchmarks.
- During year 10 and 11 there is a stronger emphasis on learning in the local environment to development skills for adulthood such as independent living skills, Work Experience, Experience of College week and travel training.

Our approach to teaching pupils with SEN:

We follow the national curriculum in a flexible way that suits or learners needs.

Pupils are taught in small groups with one teacher and one/two teaching assistants. Specialist groups are taught in smaller groups with higher staff ratios. Work is adapted to meet needs and a holistic and multi-sensory approach to learning is used. We offer a broad and balanced curriculum that maximizes engagement and the use of learning in a range of environments. The curriculum includes opportunities to promote wellbeing through mindfulness and self-regulation activities such as zones of regulation including movement breaks, relaxation and sensory activities. Classes are taught in a mixture of a secondary and primary model depending on the needs of the pupils. Where pupils struggle with unstructured time and change, there is less movement between classes and teachers. Teaching strategies include Quality First Teaching, overlearning/repetition, multi-sensory approaches, opportunities to transfer learnt skills to real life situations, trips and visits, the use of PECS, TEEACH and symbols, alternative augmentative communication aids and sign along.

We have a number of support staff within the pastoral support team that add flexibility to our offer and help pupils engage in their learning and make the best possible progress: these include a behavior support team, an intervention worker, a dedicated member of staff to deliver physio/OT and sensory interventions, a school counsellor (2 days a week) and a family worker.

We have high expectations of our pupils and there is a strong focus on rewarding positive behaviour for learning and effort within the classroom.

Extra-curricular opportunities exist to further learning and develop social skills and offer a structured break/lunchtime to those that prefer this, for example: Fun club, Quiet Club, Computing Club, Football Club etc. As well as regular clubs, there are opportunities to compete against other special schools at county, regional and national level (the later has recently been disrupted by COVID).

Adaptations to the curriculum and learning environment:

A broad and balanced curriculum which is adapted to suit individual needs ensures pupils are engaged in their learning.

- School buildings are accessible to all pupils
- Equipment/resources are adapted to meet needs of pupils where possible or alternative options are given
- Clubs are open to all pupils to attend
- We support communication throughout the school using non-verbal strategies that support spoken word and written text (symbols, photographs, signing and visual timetables)
- Our curriculum and school structure is constantly reviewed and adapted to meet the needs of the pupils
- We identify key groups of pupils that may be at risk and ensure they are monitored and supported to ensure they progress on a par to their peers
- Pinewood is a secure site

Please see our accessibility plan

<https://www.pinewood.herts.sch.uk/wp-content/uploads/2022/05/Accessibility-Plan.pdf>

Additional support for learning/families:

Children at Pinewood will receive support that is appropriate to their individual need. This may involve:

- Classroom teaching staff
- Pastoral support staff: including a family worker
- Staff from the local authority central services e.g. SALT, ASD specialist teacher, Educational Psychologist, Hearing Impairment Specialist teacher etc.
- Staff from outside agencies e.g. CAHMS
- If staff identify an unmet need they complete an Assess, Plan, Do, Review document and this is then reviewed by the Pastoral Support Team, where the best support for the pupil/family is identified and actioned.

Tiers of Support

Area of Need	Universal	Tier 1 Additional Provision	Tier 2 Intensive intervention
Cognition and Learning	<ul style="list-style-type: none"> • Modified, Holistic and Adapted curriculum • Quality First Teaching • Small class sizes • Whole Class TA support • Access to alternative ways of recording (such as ICT) • Work station • Visual aids to support communication • Visual Timetables • Modified equipment/resources • Volunteer reading scheme 	<ul style="list-style-type: none"> • Booster groups • Additional class TA support • Exam provision • Sex Education Programme • Targeted additional support in lessons • Specialist class 	<ul style="list-style-type: none"> • Literacy/numeracy small group or 1:1 sessions (limited resource within school – intervention based work with a specific focus – can be a waiting list) • Advice from Educational Psychologist • Advice form Specialist teachers (VI, HI, ASD etc) • Alternative provision as part of their timetable
Communication and Interaction	<ul style="list-style-type: none"> • Modified, Holistic and Differentiated curriculum • Quality First Teaching • Visual aids/modeling • Visual Timetables • Use of symbols • Visual structure for lesson • Structured school and class Routine • Signing (“signalong”) • ICT (communicate in print, Clicker etc) • Universal SALT (staff training, advice to staff and parents, ensure there are communication friendly classrooms) 	<ul style="list-style-type: none"> • In class support for speech and language • Equipment (communication aids) • Social skills group • Tier 1/2 SALT (interventions that require SALT staff to assess and set targets – but can be delivered by school staff or parents. Small groups possibly run by SALT staff) • PECS book • Specialist class 	<ul style="list-style-type: none"> • Specialist SALT (small group or 1:1 led by SALT) • Small group/1:1 support for language • Advice from Educational Psychologist (e.g. Mutism) • Advice form Specialist teachers

	<ul style="list-style-type: none"> • Modified equipment • Quiet club/Fun club 		
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Pupil friendly code of conduct • House point system system • Personalised Reward charts/systems • Graded Sanctions • On call system • Space area • Lunchtime and after school clubs • PAL (Peer mentoring) • Drop in sessions – pastoral support team • PSHCE and Social skills within curriculum • House system • Quiet club/Fun club 	<ul style="list-style-type: none"> • Group/1:1 Sessions with pastoral support team (anger management, mentoring, bereavement, Friendship, social skills) • Targeted additional support in lessons • IRMP – Steps • Specialist class 	<ul style="list-style-type: none"> • 1:1 session with school counselor (limited resource 1 day a week – intervention based work with a specific focus – can be a waiting list) • Family worker involvement • Advice form specialist teacher • Advice form Educational Psychologist • Advice form CAHMS/other organisations • Social services involvement • 1:1 sessions form outside agencies through CIN's/social services • Alternative provision as part of their timetable
Sensory and Physical	<ul style="list-style-type: none"> • Considered as part of the teaching environment. • Multi-sensory approaches to learning • All staff aware sensory and/or physical impairments/needs • Pencil grips/chunky pencils • Posture packs • Built in breaks to lessons • Workstations • Head phones • Sensory room access • Relaxation within the timetable • Accessible building • Fine/gross motor skill practice within curriculum • Fidget toys • Massage • Specialist equipment • Alternative fabric for uniform 	<ul style="list-style-type: none"> • OT/Physio programs delivered by school staff • sensory workouts • Specific resources • 1:1/small group relaxation sessions 	<ul style="list-style-type: none"> • Sessions delivered by Physio/OT specialists • Alternative provision as part of their timetable • Advice form Educational Psychologist • Advice form specialist teacher

Expertise and training of staff:

- Designated staff have appropriate safeguarding training in child protection, in order to act as lead professionals in this area.
- Staff have received Prevent training.
- Senior staff, The SENCO, Specialist staff and Department leads within school support teaching staff with strategies and planning and lead whole school training where appropriate
- Staff receive regular training in: Autism, physical intervention (STEPS), Epi Pen, buccal midazolam training and safeguarding.
- There are trained first aiders within school
- Individual staff attend training led by outside agencies that are relevant to specific groups or individual children
- Staff attend various training opportunities in areas of interest
- Authority funded services deliver whole school or small group training, such as SALT, HI specialist, VI specialist and the Educational Psychologist service
- The SENCO disseminates reports by professionals and the suggested actions forming part of their individualised provision.
- A number of staff hold or are working towards further qualifications such as NPQH, NPQSL, Masters qualifications, national SENCO award, ELKLAN, STEPS instructors etc.

Securing equipment and facilities:

Pinewood uses its budget to provide the majority of equipment and facilities needed. Occasionally resources are provided by other agencies such as a visualiser from the VI team. Occasionally we also apply for funding from charitable organisations for set projects or receive charitable donations. We use the local area to add to the school facilities such as local shops and Hartham Swimming pool.

Evaluating the effectiveness of our SEN provision:

The school evaluates its own effectiveness as part of evaluating and amending the school development plan. OFSTED and visits from a Hertfordshire Improvement Partner provide external moderation of our effectiveness.

The Headteacher reports the schools effectiveness to the governing body termly.

Enabling Pupils with SEN to engage in activities with pupils who do not have SEN:

We have developed links with a number of local schools that helps enable opportunities for our pupils to mix with mainstream peers, such opportunities include: Supporting Presdales volunteering award where the girls come and help our pupils develop their reading skills, supporting Sports Leaders from mainstream school to gain their leading hours and our own sports leaders running or officiating in competitions for primary aged mainstream peers, more able pupils attending lessons in a mainstream school.

Pupils partake in a number of offsite visits and make use of learning in the local community, where they may experience communication with pupils from mainstream Schools.

Support for improving emotional and social development:

Please see the table above.

Alongside this Pinewood has a commitment to personal development a strong PSHCE RSE curriculum, an active school counsel, prefect system, peer-based mentoring system called PAL (Pinewood are listening) and a house system. Emotions, feelings, social behaviour and wellbeing are covered within the curriculum.

There is also a wide-ranging number of clubs, where pupils have the chance to develop their social skills.

Working with other agencies:

We are committed to working in a multi-agency approach to best support pupils. We work with a range of professionals including:

- YC Herts (careers advice)
- Speech and Language therapy (we have 2 days of Speech and Language therapist time and two days of speech and language therapy assistant time). They provide training to school staff, work with individual pupils, small groups and support in lessons – based on need.
- Autism Advisory team
- Specialist teachers: visual impairment and hearing impairment
- Educational psychologists
- CAHMS/PALMS
- The Local Authority SEN officers
- The county STEPs lead
- Social services
- Other schools

Complaints about provision made by School:

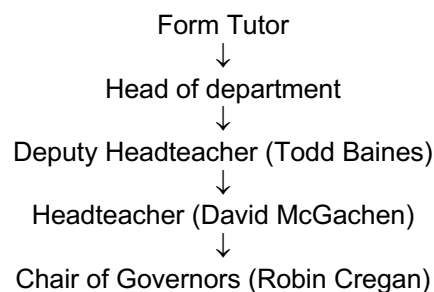
We hope that through regular contact with parents/carers the need for complaints will be rare. We welcome feedback and aim to resolve conflict as quickly as possible.

If you have a concern then you should contact your Childs tutor in the first instance, either via e-mail or phone.

Class	Tutor	Group	Head of Department
Da Vinci	Aga Arnold	Artists	Louisa White
Van Gogh	Eleanna Mangeolles	Artists	
Kahlo	Jade Stanley	Artists	
Stuart	Rosemary Umerah	Inspirations	Liz Jones
Keller	Liz Jones	Inspirations	
Vujicic	Vera Boyo	Inspirations	
Tajiri	Emily Davies	Inspirations	
Oliver	Steph Centala	Inspirations	
Einstein	Kate Clark	Scientists	Siobhan Meehan
Hawking	Siobhan Meehan	Scientists	
Wonder	Wayne Goss	Musicians	Gabbie Wills

Eilish	Gabbie Wills	Musicians	
Fry	Jade Petts	Comedians	Claire Boore
Brooker	Claire Boore	Comedians	
Simmonds	Liz Severn	Sports stars	Jodie Klein
Beckham	Jodie Klein	Sports stars	
Ali	Christine Bridgen	Sports stars	
Cox	Lina Alfieri	Sports stars	
Grey-Thompson	Sharon George	Sports stars	

If you have further concerns you should follow the flow charts below through the stages of complaint:



If your family is involved with the Family support worker then this person may become your main contact (they will always keep the tutor informed).

In the unlikely event your complaint has not been resolved at this point please see our complaints policy and procedure.

<https://www.pinewood.herts.sch.uk/wp-content/uploads/2022/01/Complaints-Policy-and-Procedure.pdf>

The Local Authority offer:

Information about the local offer and contact details of support services for parents can be found by following the link below:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>