



# **Pinewood School Academy**

## **SEND Information Report 2025 - 2026**

## Our School

### Our School Vision

Our vision for Pinewood School is to "Be the best you can be." Our school values are;

Brave                      Happy                      Independent                      Kind

Our aim is for everyone to engage in learning, activities and events that help them improve as a person. We want our pupils to be happy, develop their learning skills, knowledge and independence, so that they are more able and ready to engage in their community and further education. Our wish is for pupils to be able to self-regulate and understand their own behaviour, the difference between right and wrong, celebrate difference and to have their own voice.

### September 2025 Information

Pinewood School currently has 207 pupils on role (September 2025)

As a specialist provision, all pupils attending Pinewood School have an EHCP.

### **How are Pupils organised into classes?**

Our classes are organised as follows;

- Ability
- Age
- Social
- Individual needs

For year 7 pupils and in year admissions this is based on information gathered during the transition process. Once a pupil is allocated to a class this is fluid. There can be some movement between classes if the school believes that it is in the best interests of the child.

Classes are named after inspirational famous people, with a neurological difference, specific condition or need and have achieved amazing things.

Year 7 - 4 discrete classes called Artists

Year 8/9 - mixed age group classes called Inspirations and 3 specialist classes called Innovators

Year 10/11 - mixed age group classes called Sports Stars and 3 specialist classes called Innovators



## Meet our SENDCO



The SENDCO is Gabbie Wills

If you would like to contact the SENDCO, please call school on 01920 41 22 11 and leave a message or email [senco@pinewood.herts.sch.uk](mailto:senco@pinewood.herts.sch.uk) and expect a response within 48 hours.



## Special Educational Needs and Disabilities

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

- Cognition and learning: for example, global developmental delay, specific learning difficulties.
- Communication and interaction difficulties: for example, autism, social communication difficulties, speech and language 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.

SEND is categorised into the following areas in the SEND code of practice (update 2024)

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



## Identifying, assessing and reviewing need

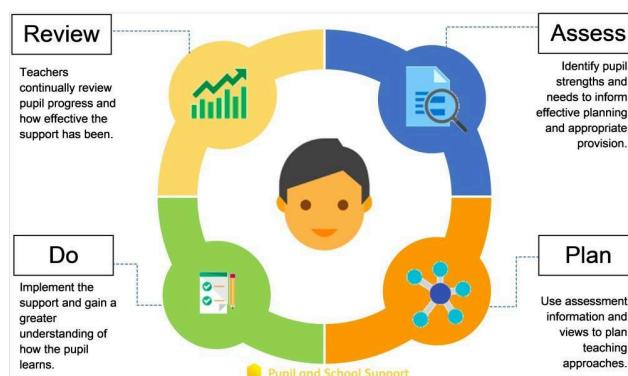
All pupils who attend Pinewood School have an EHCP, which identifies their special educational need and disability.

We follow the Graduated Response approach of 'Assess, Plan, Do and Review' to enable us to meet the EHCP targets.

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 pupil's EHCP.
- The School Assessment system.
- Their experience of the pupils and how they present in school.
- The pupil's prior attainment, progress and behaviour.
- The termly and annual review processes.
- Assessments, experience and advice of previous/other teachers.
- Accreditation targets through known accreditation bodies, for example: ASDAN, WJEC Entry Level Award, PEARSON Functional Skills.
- Views and experience of parents/carers and pupils.
- Pupil progress meetings.
- Pupil communication profile.
- The use of an Assess, Plan, Do Review Cycle.
- Advice from other professionals, for example: Hearing Impairment Specialist teacher, External Educational Psychologist.

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



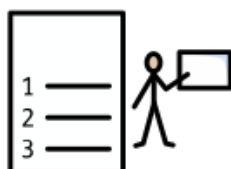


## Our approach to teaching pupils with SEND

We follow the national curriculum in a flexible way that suits all learners needs and provides a broad and balanced approach. Classes are taught in a mixture of a secondary and primary model depending on the needs of the pupils. Teaching methods include Quality First Teaching, overlearning/repetition, multi-sensory approaches, TEACCH, practical and hands-on learning, opportunities to transfer learnt skills to real life situations, trips and visits.

We use a range of communication systems including, symbols, alternative augmentative communication aids and Makaton.

Pupils are taught in small groups with one teacher and one/two teaching assistants. Innovators are taught in smaller groups with higher staff ratios.



## Curriculum adaptations (used as appropriate)

Visual timetables	Task boards	ELSA support
Assistive technology	Word banks	Zones of Regulation
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all pupils to access the classroom environment.








We also implement advice and equipment from outside agencies as appropriate.



## Interventions department

We have a number of staff within the pastoral support team that add flexibility to our offer and help pupils engage in their learning. These include;

- Emotional Literacy Support Assistants (ELSAs).
- an intervention teacher.
- a dedicated member of staff to deliver physio/OT and sensory interventions.
- a school counsellor (1 day a week).
- a Family Liaison Officer (FLO).











		
Alice McArdle ELSA	Heidi Jackson ELSA	Lauren More ELSA
		
Phil Hill ELSA	Louise Casey Family Liaison Officer	Helen Farrell School Counsellor
		
Keli Jackson Senior Leader for Wellbeing	Mary Burnside Interventions Teacher	Carina Maene Sensory Teaching Assistant

## Parental Involvement

At Pinewood we work closely with parents and carers and recognise that they have much to contribute to our support for pupils with SEND.

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.

	<ul style="list-style-type: none"><li>• Parent/carer surveys.</li><li>• Invitations to events such as: concerts, leavers assembly.</li><li>• Weekly briefings are sent to parents.</li><li>• Parent representation on the governing body of the school.</li><li>• The school website.</li><li>• School social media accounts.</li><li>• Monthly newsletters.</li></ul>						
<div></div> <div><p><b>Pupil involvement</b></p></div>	<p>We value the input of the pupils on school decisions and in suggesting goals and improvements in their learning. Examples include:</p> <ul style="list-style-type: none"><li>• A student council with members from all years.</li><li>• Pupils are used in our recruitment of new staff in the form of a student interviewing panel.</li><li>• Pupils are asked their views in preparation for their annual review.</li><li>• Pupils are encouraged to correct their mistakes and know what their targets are.</li><li>• Half termly pupil voice.</li><li>• SFYP gather pupil ideas for their future and interests in year 11 in preparation for the annual review.</li><li>• Pupils are actively involved in assemblies and sharing news with the peers in their class.</li><li>• Pupils are involved in learning discussions within lessons and are encouraged to self/peer assess.</li></ul> <p>Pupils are given regular opportunities to:</p> <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing.</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table>				Self-assess how they are doing.	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
							
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## Staff Training



We train staff in the following way:

- 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 SENDCo, 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 (Therapeutic Thinking), 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 pupils
- Staff attend training 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 SENDCo 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, NPQSENCO, Masters qualifications, national SENCO award, ELKLAN, Therapeutic Thinking instructors etc.

			
Autism (Level 1)	Makaton - pending	Phonics - SMART KIDS The Code	Speech and Language
			
Therapeutic Thinking	Trauma informed approach	Reading for those who struggle	Sensory needs



 <p><b>Transition Support</b></p>	<p>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.</p> <p>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.</p> <p>At the end of each year each pupil's communication profile is updated ready for transition into the next year.</p> <p>Career's education takes place from year 7 onwards, with involvement from Services for Young People in year 9 and 11. We have a clear strategy against the Gatsby Benchmarks.</p> <p>During year 10 and 11 there is a stronger emphasis on learning in the local environment to develop skills for adulthood such as independent living skills, Work Experience, and travel training.</p>
 <p><b>Outside Agencies</b></p>	<p>We work with a range of professionals including:</p> <ul style="list-style-type: none"> <li>• Services for Young People (transition support)</li> <li>• 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.</li> <li>• Autism Advisory team</li> <li>• Specialist teachers: visual impairment and hearing impairment</li> <li>• Educational psychologists</li> <li>• CAMHS/PALMS</li> <li>• The Local Authority SEN officers</li> <li>• The county Therapeutic Thinking lead</li> <li>• Social services</li> <li>• The Designated Teacher for Looked After Pupils (CLA) is Gabbie Wills. If you wish to contact the Designated Teacher for Pupils Looked After (CLA) please call school on 01920 41 22 11 and leave a message or email <a href="mailto:senco@pinewood.herts.sch.uk">senco@pinewood.herts.sch.uk</a> and expect a response within 48 hours.</li> </ul>

 <p><b>Clubs/Trips</b></p>	<p>Extra-curricular activities and school visits are available to all our pupils, including our lunch and after-school clubs.</p> <p>All pupils are encouraged to go on our trips such as residential and overnight stays at school.</p> <p>All pupils are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All pupils are encouraged to apply for roles of responsibility in school e.g., school council, PALs, etc.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils and the arrangements we have made to help pupils with SEND access our school.</p>
<p><b>Complaint Procedure</b></p>	<p>If you have a concern then you should contact your Child's tutor in the first instance, either via e-mail or phone.</p> <p>If you have further concerns, you should follow the flow charts below through the stages of complaint:</p> <ul style="list-style-type: none"> <li>• Form Tutor</li> <li>• Department Lead</li> <li>• Deputy Headteacher</li> <li>• Headteacher</li> <li>• Chair of Governors</li> </ul> <p>If your family is involved with the Family Liaison Officer 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.</p> <p><a href="https://pinewood.herts.sch.uk/wp-content/uploads/2024/12/Complaints-Policy-and-Procedure.pdf">https://pinewood.herts.sch.uk/wp-content/uploads/2024/12/Complaints-Policy-and-Procedure.pdf</a></p>
 <p><b>Hertfordshire Local Offer</b></p>	<p>Information about the local offer and contact details of support services for parents can be found by following the link below:</p> <p><a href="https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx">https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx</a></p>

### **Glossary - Pinewood School SEND Information Report**

**ASDAN** - Award Scheme Development and Accreditation Network. Provides qualifications and programmes that help pupils develop skills for learning, work, and life.

**Assess, Plan, Do, Review (APDR)** - A four-step cycle used in schools to support pupils with SEND. Teachers assess needs, plan support, put the plan into action, and review progress regularly.

**Attention Deficit Hyperactivity Disorder (ADHD)** - A condition that affects attention, focus, and impulse control.

**CAHMS** - Child and Adolescent Mental Health Services. NHS services that support pupils and young people with mental health difficulties.

**CLA (Pupils Looked After)** - Pupils who are in the care of the local authority (sometimes called "looked after pupils").

**Differentiation** - Adapting teaching methods, resources, and expectations so that all pupils can access learning.

**EHCP (Education, Health and Care Plan)** - A legal document for pupils and young people with significant special educational needs. It sets out their needs, outcomes, and support.

**ELSA (Emotional Literacy Support Assistant)** - A trained member of staff who helps pupils develop social and emotional skills.

**Entry Level Award (WJEC, Pearson etc.)** - Qualifications designed for learners working below GCSE level, recognising progress and achievements.

**Family Liaison Officer (FLO)** - A member of staff who supports families, helping to build positive home-school links.

**Graduated Response** - A way of meeting needs through increasing levels of support, following the cycle of Assess, Plan, Do, Review.

**Intervention** - Extra support or activities provided to help pupils with specific learning, emotional, or physical needs.

**Local Offer** - Information provided by the local authority (Hertfordshire) about services and support for pupils and young people with SEND.

**Makaton** - A communication system that uses signs and symbols alongside speech.

**OT (Occupational Therapy)** - Support to help pupils develop practical life and learning skills, such as fine motor control, balance, and sensory processing.

**PEP (Personal Education Plan)** - A plan for pupils looked after, setting out their educational goals and support.

**Pupil Voice** - Opportunities for pupils to share their opinions and take part in school decision-making.

**Quality First Teaching (QFT)** - High-quality teaching that meets the needs of all learners, including those with SEND, through clear instruction, adaptations, and inclusive practice.

**SALT (Speech and Language Therapy)** - Specialist support to help pupils with speech, language, and communication needs.

**SEND (Special Educational Needs and Disabilities)** - A term used to describe pupils who need extra support to learn.

**SENDCo (Special Educational Needs and Disabilities Coordinator)**  
- The teacher responsible for overseeing SEND provision in the school.

**SMART Targets** - Goals that are Specific, Measurable, Achievable, Relevant, and Time-bound.

**TEACCH** - A structured teaching approach that supports pupils, particularly those with autism, to develop independence and life skills.

**Therapeutic Thinking** - A behaviour approach focusing on understanding and supporting pupils' emotional and social needs, rather than using punishment.

**Transition** - The process of preparing and supporting pupils as they move from one class, key stage, or school/college to another.

**Virtual School** - A local authority service that supports the education of looked after pupils.

**Zones of Regulation** - A teaching tool that helps pupils recognise and manage their emotions by categorising feelings into four colour zones.