



SEN POLICY & LOCAL OFFER

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Introduction

Willow Park School is an independent specialist SEMH school for pupils aged 9–16. All pupils attending the school have an Education, Health and Care Plan (EHCP) and present with a range of social, emotional and mental health needs, often alongside communication, learning and sensory difficulties.

This policy is written in line with the Children and Families Act 2014, the SEND Code of Practice (2015), the Equality Act 2010, the Education Act 1996, and the Independent School Standards Regulations. It reflects current government expectations that schools provide ambitious, inclusive and well-evidenced provision for pupils with SEND, with a strong emphasis on preparation for adulthood (employment, independence, community inclusion). In line with the Equality Act 2010, Willow Park School recognises its anticipatory duty to consider, in advance, the needs of pupils with disabilities and to make reasonable adjustments proactively so that barriers to learning, participation and inclusion are removed before disadvantage occurs. The school keeps SEND provision under continuous review to ensure it remains aligned with evolving national SEND policy, inspection frameworks and local authority expectations.

Willow Park School adopts a trauma informed, compassionate and person-centred approach, recognising that many pupils have experienced adverse childhood experiences, disrupted attachments and barriers to learning. Trauma-informed practice means recognising the impact of adverse experiences on learning and behaviour, and responding with consistency, empathy, clear boundaries and relational support. We understand behaviour as communication and prioritise safety, trust and relational consistency as foundations for learning.

Our work is underpinned by the core values **Belong, Commit and Achieve**:

- **Belong:** pupils feel safe, valued and understood within a nurturing school community
- **Commit:** pupils are supported to re-engage with learning, relationships and personal development
- **Achieve:** pupils make meaningful progress academically, socially and emotionally, leading to positive next steps

Definition of Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream schools.

Children and Families Act 2014 and SEND Code of Practice (2015)

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school. Everyone at Willow Park School is committed to providing the conditions and opportunities to enable any young person with SEN to be included fully in all aspects of school life.

Aims

In order to meet the special educational needs of our young people at Willow Park School, our aims are:

- Ensure that all pupils and students have access to a broad and balanced curriculum appropriate to their individual needs
- Ensure the curriculum is successfully designed, adapted and developed to be ambitious to meet the needs of all pupils who have SEND
- Ensure all staff have a clear understanding of the needs of all pupils
- Provide a differentiated curriculum appropriate to the individual needs, ability and interests of each pupil
- Ensure that all pupils take as full a part as possible in all school activities
- Ensure that parents/carers of all pupils are kept fully informed of their child's progress and attainment
- Ensure that all pupils and students are involved, where practicable, in decisions affecting their future provision
- Ensure that all pupils are prepared for life beyond Willow Park and their future aspirations
- Ensure all pupils who have SEND achieve their best possible outcomes
- Develop pupils' knowledge, skills and abilities to apply what they know and can do with increased fluency and independence
- Provide pupils with the knowledge and cultural capital they need to succeed in British Society
- Develop, implement and monitor appropriate programmes for young people
- Provide intervention at a suitable level when a young person is identified as not making sufficient progress
- Provide additional therapeutic support based on individual needs
- Work with outside agencies who provide specialist support and teaching for young people with SEN
- Inform and involve the parents/carers of young people with SEN so that we can work together to support our young people
- Encourage active involvement by the young people themselves in meeting their needs
- Provide on-going training for all staff working with young people with SEN.

Roles & Responsibilities

The School has a named SENCO and Designated Teacher. Their role is to ensure that Willow Park School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015).

The SENCO is fully supported by a wider education and therapeutic team, including speech and language therapists, occupational therapists, psychotherapists and a regional clinical team.

Provision for the students is a matter for the school as a whole. The Head teacher and all other members of staff have important day-to-day responsibilities. The Head teacher has responsibility for the day-to-day management of all aspects of the school's work.

All education staff are involved in the development of the school's policy and are aware of the school's procedures for making SEN provision, and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

The SENCO is responsible for the arrangements for SEN provision throughout the school, that includes:

- Responsibility for the day-to-day operation of the SEN policy
- Maintaining a register of young people with SEN and ensures that the records on young people with SEN are up-to-date and supports the school's clinical team in conducting assessments for young people with SEN
- Working closely with the Headteacher, the Senior Leadership Team and the teaching and support staff in co-ordinating provision for our young people
- Liaising with the staff in school who have responsibility for Child Protection; • Working closely with the parents/carers of young people with SEN
- Liaising with outside agencies, following consultation with the Headteacher to gain advice and support for young people with SEN
- Contributes to in-service training for staff on SEN issues and training and development needs.

Access to the Curriculum

The provision at Willow Park School encompasses:

- Setting suitable learning targets
- Responding to young people's diverse learning needs;
- Overcoming potential barriers to learning.

All Class Teachers, the SENCo and other internal professionals take part in an on-going process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement. A rigorous tracking system is in place to identify young people who are not

making the required level of progress. Strategies which are used to enable access for all young people to the curriculum are:

- Adaptation of the curriculum to match tasks to ability
- Support for communication
- Support for accessibility
- Ensuring tasks are differentiated according to pupil need as laid out in the pupil's profile
- Use of Support Staff to provide additional support
- Small group and 1:1 teaching
- Accessibility to resources
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment
- Use of positive behaviour strategies within the classroom and as part of the whole school
- Promoting Positive Behaviour Policy
- Access to the social life of the school
- Access to the school's clinical team
- The school's Accessibility Plan is reviewed annually to ensure ongoing compliance and improvement.
- In-Service training for all staff on the needs of young people with SEN.

Identification and Assessment

All young people who attend Willow Park School have SEN. Their needs are assessed on admission and on an on-going basis as detailed in the school's assessment policy. All pupils hold an EHCP (Education and Health Care Plan).

Admissions

Willow Park School is set up to meet the specific needs of learners with SEMH and complex needs and children who have experienced early childhood trauma. Willow Park School believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that all schools should admit students with already identified special educational needs. Please refer to our Admissions Policy for more information.

Liaison within the School

The SENCO shares information about pupils with SEND with:

- Education Team as appropriate
- The Senior Leadership Team
- Subject Leaders and Subject Teachers
- The member of staff responsible for Child Protection (Safeguarding Officer).

INSET Arrangements

Within school, there is an on-going programme of INSET training for all members of staff. The SENCo regularly attends courses on SEN issues. They also attend school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect young people with SEN. Staff twilight and INSET sessions are planned by the Senior Leadership Team to best compliment and support the specific needs of pupils within our school. Staff members with specialist knowledge, SENCO, clinical team and external providers, then deliver this training.

Partnership with Parents and Carers

Willow Park School firmly believes that partnership with parents plays a key role in promoting a culture of cooperation between parents, schools, Local Authorities and others. This is important in enabling our pupils to achieve their potential. Parents should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision.

Parents/carers of young people are kept fully informed of the provision that is being made for their children and young people. Parents/carers are invited to review progress towards their young person's targets at the parental meetings as required but primarily at annual review and educational progress meetings.

Monitoring the Success of the SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for young people with SEN will be shown by:

- On-going staff observations of the young person in the school setting
- Differentiated and adaptive curriculum planning by the Teacher to meet the young person's needs
- Records and evidence of the young person's work showing progress towards curriculum objectives
- Evidence of progress towards targets at pupil progress reviews
- Developing age-appropriate scoring on standardised assessments
- Records and evidence of the young person's progress towards improving behaviour and working towards personal development targets
- Discussion at an appropriate level with the young person about their progress
- Discussion with parents about the young person's progress
- Discussion with outside agencies about the young person's progress
- Successful requests for additional funding at EHC plan level.

The effectiveness of this policy is reviewed through pupil progress, wellbeing and safeguarding evidence and is reported to governance, directly informing the school's self-evaluation, strategic priorities and school improvement planning in line with the core values of Belong, Commit and Achieve.

Evaluating the Success of the SEN Policy

The success of the policy will result in the needs of all young people with SEN being met by:

- Having the systems in place to identify young people with SEN as early as possible
- Making use of good practice in planning for, teaching and assessing young people with SEN
- Regularly reviewing of the young person's progress against targets set within the EHCP
- Providing additional intervention if progress is not adequate
- Considering the wishes of the young person at an appropriate level
- Having a positive and effective partnership with parents/carers
- Encouraging a multi-disciplinary approach whenever possible.

Annual Review

All Education Health and Care Plans (EHC plans) are reviewed at least annually. These reviews focus on what the pupil has achieved as well as on any difficulties that need to be resolved. The Annual Review aims are to:

- assess progress towards meeting the objectives specified in the EHCP
- review any special provision
- provide a profile of current steps of attainment in English, Maths and a summary of progress achieved in other areas of the curriculum
- consider the continuing appropriateness of the EHCP
- set new targets for the coming year.

The Head teacher and/or SENCO initiates the review process upon receipt of the termly list of annual reviews for the Local Authority. The Head teacher can delegate to a qualified teacher at the school any or all of the duties and functions given to them in the regulations.

In preparing for the review meeting, the Head teacher must request written advice from:

- Pupil parents/carers
- Anyone specified by the authorities
- Anyone else the Head teacher considers appropriate.

The Head teacher or SENCo must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting. The Annual Review meeting is chaired by the Head teacher or SENCO (Designated Teacher.).

The Head teacher or SENCo provides the Local Authority with a report following each Annual Review meeting before the end of the term, or 10 school days after the meeting takes place if that is any earlier. The report summarises the outcome of the review meeting, setting out the assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

SEN Local Offer

How does the school identify when young people need extra help? What should I do if I believe my young person may have special educational needs?

Willow Park School is an independent special school, dedicated to providing a nurturing and trauma-informed environment for young people aged 9 to 16. Our pupils include children in care and those with a range of social, emotional and mental health needs, often accompanied by complex learning and communication difficulties. We specialise in supporting young people whose local authority is unable to meet the requirements specified in their Education, Health and Care Plan (EHCP).

Before enrolling at Willow Park School, many of our pupils have faced barriers to accessing education due to their unique needs and experiences of adversity. We are committed to removing these barriers through a compassionate, individualised approach that recognises the impact of trauma and prioritises emotional safety, trust and relationship-building. Our aim is to empower each young person to realise their potential, supporting them to develop the foundational knowledge, skills and confidence needed for a smooth transition to the next stage of their lives. Every pupil at Willow Park School has an EHCP, which identifies the school as the most suitable setting to meet their needs. The EHCP details each young person's primary and additional needs, which are reviewed annually in collaboration with parents, carers and professionals as part of the statutory Annual Review process. Our trauma-informed approach ensures that these reviews focus not only on academic attainment, but also on emotional wellbeing, resilience and the holistic progress of the young person.

The Headteacher and Deputy Headteacher/SENCO closely monitor each pupil's academic progress alongside their progress towards individual EHCP objectives. When a pupil is not making the expected progress, our staff work together to design and implement targeted, evidence-based interventions, always taking into account the impact of trauma and individual lived experiences. Interventions are reviewed and adapted in partnership with the pupil, their family and any relevant professionals. We communicate openly with parents, carers and placing authorities, and actively involve families as partners in supporting learning and wellbeing at home. We are committed to delivering an inclusive, high-quality education tailored to the needs of children and young people with special educational needs. All pupils at Willow Park School are entitled to access a broad, ambitious and accessible curriculum, and to experience all aspects of school life in a way that feels safe and supportive to them. We value each individual, strive to eliminate prejudice and discrimination, and work to develop an environment in which every young person can flourish, feel safe and develop a sense of belonging.

Our commitment to inclusion is rooted in current policy and best practice in trauma-informed education. We aim to create a school culture, policies and practices that celebrate diversity and provide opportunities for all. Recognising that every pupil's journey is unique, we respond to individual experiences and needs, rather than adopting a one-size-fits-all approach. Our staff are trained to understand the effects of trauma, adversity and loss, and to respond with compassion, patience and flexibility.

We believe that educational inclusion is about ensuring equal opportunities for all, regardless of age, ethnicity, ability, attainment or background. We pay particular attention to supporting:

- Pupils from minority ethnic and faith backgrounds, Travellers, asylum seekers and refugees
- Pupils who require support to learn English as an additional language (EAL)
- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with physical disabilities
- Pupils who are looked after by the local authority
- Pupils who have experienced disrupted education
- Pupils who are young carers or living in families experiencing significant stress
- Pupils at risk of disengagement or exclusion

At Willow Park School, we are committed to continuous reflection and improvement, working in partnership with families and external professionals to ensure our provision is both compassionate and effective in meeting the diverse and evolving needs of our pupils.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of a nurture group, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Willow Park School, we aim to address and meet the EHCP objectives and provide teaching and learning contexts, which enable every pupil to achieve their full potential.

How Do School Staff Support My Young Person?

At Willow Park School, every pupil is supported by an Education, Health and Care Plan (EHCP), which delineates individual needs and recommends appropriate provisions, resources, strategies, and multi-agency support. The objectives specified within the EHCP are further refined into measurable targets on each pupil's Individual Education Plan (IEP). These IEPs are developed termly by the designated Education Key Worker or Form Tutor, who sets specific targets and reviews progress at regular intervals. All subject staff actively collaborate to facilitate achievement of these targets, with ongoing review and comprehensive evidence collection.

Continuous teacher assessment is employed to monitor both academic advancement and personal development. Insights gained from this process inform the adaptation of learning activities to address identified areas for improvement. Collaborative engagement with external professionals is prioritised to ensure full implementation of recommendations outlined in the EHCP.

Daily interactions between pupils, their form tutor and support teams provide consistent pastoral support, with the tutor serving as the primary liaison for parents and carers via regular email or telephone communication. Oversight is provided by the Regional Director for Education/Chair of Governors, who maintains responsibility for ensuring that robust systems and policies are in place and functioning effectively.

Our highly skilled staff utilise individualised documentation and differentiated instructional strategies to respond to each pupil's distinct requirements. This approach may encompass adjustments to the learning environment, modification of objectives, varied teaching methods, and tailored access arrangements. Provision for individual needs is carefully integrated within whole-class planning frameworks and target-setting processes.

Progress monitoring is conducted by form and subject teachers, informing subsequent planning and intervention. Pupil outcomes are reviewed at set intervals consistent with those for their peers, with decisions made regarding the adequacy of progress and the need for any further intervention.

How Will the Curriculum Be Matched to My Young Person's Needs?

All pupils at Willow Park School benefit from a broad and ambitious curriculum, thoughtfully designed to reflect our core values: belong, commit, and achieve. We interpret the curriculum in its widest sense, encompassing every planned learning experience whether delivered formally during lessons or informally throughout the school day. Every activity, both inside and outside the classroom, is carefully organised to foster learning, personal growth, and development. Our teachers, support staff, and instructors structure these experiences to ensure they have the most positive impact on each pupil's attainment, progress, and personal development.

The overarching aim of our curriculum is to empower all young people at Willow Park School to become Successful Learners, Confident Individuals, and Responsible Citizens. We strive to realise this ambition by nurturing a sense of belonging within our community, encouraging pupils to commit wholeheartedly to their educational journey, and supporting every individual to achieve their full potential through meaningful, inclusive learning experiences.

Commitment to National Curriculum

While independent school regulations do not require National Curriculum coverage, Willow Park School draws on National Curriculum frameworks where this best supports EHCP outcomes and its programmes of study. This commitment must however be consistent with any EHCP for any young person which may well prioritise particular subjects or key areas of learning.

Addressing Special Educational Needs

As part of the admissions process and after a place has been confirmed, a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The EHCP will provide further information relating to current attainment as a minimum in core subjects.

Personalised to meet Individual Needs

On admission to the school each young person will complete a full baseline assessment. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the EHCP indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist and therapeutic support. The baseline data is used to set realistic targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive handling plans and individual risk assessments. Pupils start to make choices about their learning in Key Stage 3 where we introduce an options programme to support learning in the core subject areas, this follows into Key Stage 4 to allow every opportunity for pupils to further personalise their learning and their timetable.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Staff will work in a way to avoid the isolation of pupils and will encourage peer working and collaborative learning. Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording are planned for where this is appropriate. For example, in nurture group teaching, targets are observed, recorded on 'post its' and immediately placed in pupil folders as an aid memoir.

Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the curriculum and extracurricular activities are barrier free and do not exclude any pupils.

How will both you and I know how my young person is doing and how will you help me to support my young person's needs?

All pupils at Willow Park School have an EHCP. This document outlines the needs of your child and recommend the provision, resources, approaches and multi-agency involvement required to meet those needs. The overall objectives of the EHCP are broken down into smaller targets on the young person's Individual Education Plan (IEP). Individual Education Plans are drawn up each term by your child's class teacher. Individual targets are set and the progress made is reviewed each term. All subject staff who teach your child are working on enabling your child to meet their IEP targets. These are reviewed regularly and parents/carers are regularly informed of any progress against these.

We also set and review subject targets each term that outline specific subject based targets for your child to work on. Annual Review meetings are held once a year and parents/carers are invited to attend these. We also hold an end of year Celebration assembly, again there is a full invitation for all parents and carers to attend to help celebrate the wide range of success and achievements of our pupils.

If you are at all worried about your child's progress, then please do contact their Form Tutor in the first instance or feel free to make an appointment to come and talk to the Headteacher.

What support will there be for a young person's overall well-being?

We are committed to multi agency working to ensure that the needs of the young person are met. Our work with other agencies is frequent, sustained and responsive to pupil and family needs. Professionals from other agencies such as Speech and Language Therapy; Occupational Therapy, Psychotherapy, Education Psychologist, CAMHS, Social Care and Health support the work of the school on a regular basis. These agencies work with us to support pupils, to devise strategies and offer training and advice whenever necessary.

The multi-disciplinary team, meet weekly to discuss pastoral issues across the school and this includes representation from the therapy team in school.

We offer access to a number of interventions including inclusion groups that focus on reducing anxiety and promoting positive self-esteem and body image, these specialist sessions are planned and led by our therapy team. We also work closely with local police around issues of sexual exploitation, staying safe, appropriate use of the internet and anti-bullying. Family support sessions are also run by the therapy team where pupils and family members are provided with the opportunity to work through specific issues and difficulties in a controlled and safe, professionally managed environment.

We encourage pupils to use their pupil voice to raise any concerns or issues that they have through the School Council, which meet regularly and brings any issues to the fore. Pupils are also involved in planning for their individual targets through IEPs, Annual Reviews and in selecting their individual learning targets.

The primary aim of the curriculum that is offered at Willow Park School is to maximise the personal development and well-being of each individual, to become Successful Learners, Confident Individuals and Responsible Citizens with a fundamental understanding of British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The two areas of Education and Therapy work holistically to support the individual needs and well-being of each pupil. Personal and social development is at the centre of a therapeutic community in all settings. In all that the school offers, the key is to provide for the support and challenge that meet individual interests and aspirations. In terms of delivery, the key features of personal and social development are covered in the Key Stage 2 curriculum through elements of the PSHE curriculum. In the Key Stage 3 and 4 curriculum through both timetabled Citizenship, PSHE including Sex and Relationship and Citizenship lessons to reflect statutory subject expectations and Independent School Standards requirements with a clear focus on the development of Life Skills. The School strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world. In particular, to establish positive relationships, meet the demands of employers and to be able to live safe and healthy lifestyles. Delivery of the Core 14 – 16 Curriculum provides for pupil personal development through, ASDAN, Careers Education and Guidance and a Tutor support programme.

What specialist services and expertise are available at or accessed by the school?

All of our educational staff have undertaken specialist training and have access to a full professional development programme. All staff follow an in depth, tailored induction program when they join Willow Park School.

Many of our teachers have, in addition to their teaching qualifications, further qualifications in Education, SEN including Post Graduate Certificates in autism, speech language and communication needs, behaviour needs and Dyslexia. In addition to teachers on site, we also have instructors, support staff, pastoral workers, family support workers, therapists and an administration and facilities team.

We also work closely with other agencies to meet pupils' needs:

- Social Workers
- Wider CAMHS professionals
- Professionals from the Autism Support Services
- Services for Children and Young People - Children's Social Work

- Education Welfare Service
- Pupil's GP
- Speech Therapy
- Art Therapy
- Education Psychologist

What training are the staff supporting children and young people with SEND had or are having?

All education staff receive a wide range of SEN specific training delivered by our wider group, in-house by specialists, clinicians and the wider therapeutic team and external providers. As part of our on-going continued professional development programme, we have worked with and receive regular training from professionals, including trauma informed practice, anxiety and Autism; Autism, sensory needs and our environment; Safeguarding, ADHD, Attachment Disorders and other specific/relevant needs and disorders.

The senior leadership team hold regular meetings to update and revise developments in Special Needs Education and Inclusion. Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan along with In-Service training and individual professional development.

All staff have access to professional development opportunities and can apply for SEN or Inclusion training where a need is identified. Support staff, such as TA's are encouraged to extend their own professional development and the Senior Leadership Team will ensure training is offered where this is appropriate.

We also have a daily staff de-brief meeting for all staff where we discuss best approaches and strategies for meeting the needs of the pupils. We invite professionals such as Speech and Language Therapists and Education Psychologists to attend these meetings to share advice.

Designated Senior Staff receive regular, statutory training (Level 2) regarding safeguarding, and all school staff receive Safeguarding (Level 1/Intermediate) refresher training every year.

How will my young person be included in the activities outside the classroom including school trips?

Our off-site visits are designed to enhance curricular and recreational opportunities for all of our pupils. Off site visits are also designed to create opportunities for developing independence, communication and self-management skills, and to promote positive self-esteem. We have a rigorous in-house health and safety screening for all of our offsite education and work placements. This will involve working with each placement to make them aware of individual pupil needs and targets for the duration of the work placement and ensuring that those involved in teaching our pupils offsite are also aware of specific

SEN, through detailed pupil profiles and lesson visits. All visits and off-site activities are risk assessed to ensure they are appropriate and can be managed to suit individual needs.

Planned, structured experiences for learners outside of the classroom (including Forest Schools) and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips and also Curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, History, Science and Geography departments and also through the delivery of Life Skills and the vocational programme.

Outdoor Learning

It is our belief at Willow Park School that there should be ample opportunity to take learning outside of the classroom. When this takes place, our pupils may attain higher levels of knowledge and skills, improve their physical health and increase their motor abilities, socialise and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All pupils have the right to experience the unique and special nature of being outdoors. At Willow Park School, we feel it is important to enable children to use the outside environment as a context for learning and to this end an outdoor learning scheme of work (based on the Forest Schools programme) has been developed.

How accessible is the school environment?

Willow Park School is a single site school; the main school is built on one level. Entrance to the building is through the main lobby suitable for wheelchair access. Classrooms are accessed by corridors. There are currently clearly identified individual toilets for pupils and adults.

We have made sure that there is good lighting and safety arrangements (for example, markings on steps) for all. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, curtains, and quiet areas).

Reserved parking for prebooked visitors and disabled visitors has been made at the front of the school. We will incorporate all other issues into our repairs and maintenance programme.

Pupils requiring equipment due to impairment will be provided with equipment recommended from the SEN and will be continually assessed in order to gain any extra support that they require.

A number of the classrooms and other learning areas are wheelchair accessible as they are situated on the ground floor of the main building. Outside learning and recreational areas outside are also wheelchair accessible including the outside playing area. Disabled visitors would be able to access the building through the main entrance.

How will the school prepare and support my young person to join the school, transfer to college or the next stage of education and life?

We work closely with your Local Authority to ensure that the child is offered provision that can meet their needs. As part of our admissions process, prospective parents can meet the Headteacher and see the school in action. Parents and carers can express a preference for Willow Park School and this is usually through close working partnership with SENDIASS and placing officers working for the local authority. All places are decided at a LA panel comprising of Headteacher's, Educational Psychologists and Local Authority Officers.

At the early stages of the admissions process we work closely with parents and carers, children and their current schools (if currently attending) throughout the transition stage to create bespoke transition packages that meet individual needs. This will involve an initial school visit, a taster day then a planned transition usually starting with half days building to full days depending on individual need.

Careers Education and transition planning is an important part of the Annual Review process from Year 7 onwards. Pupils meet with their LA designated careers advisor regularly from Year 9 to discuss ideas about college training or employment choices. Transition plans, where necessary, are completed for all pupils and this process starts in year 10.

Vocational and Careers Guidance

Willow Park School endeavours to provide all pupils with a range of opportunities to participate in a vocational environment. A clear vocational philosophy exists at Key Stage 4 as careers and guidance is encouraged as part of a whole school approach from Y7. Enterprise is encouraged in all areas of the curriculum and is taught discretely as an option and through whole school charity events and charity activities planned and led by KS4 pupils. Careers education and guidance are taught through timetabled Careers Lessons, ICT based careers information programme, Citizenship and Life Skills.

In Key Stage 4, an emphasis is placed on the world of work, opportunity awareness, college and work experience. 14+ pupils are interviewed to give guidance and encourage participation in College programmes. This process also provides the specific information required to create individual transition plans. Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

Personalised learning is supported by Individual Personal Profiles to encourage pupils to pursue areas of interest and gain experience. Teachers, instructors and learning support staff provide valuable support and guidance as they support the individual pupil needs. Further extensive

careers support and guidance are available through planned visits and discussions and advice from Local Authority support services (school and personal), outside agencies and parent/carer involvement as opportunities are provided for pupils' individual needs and future transitions.

It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual's ability and aspirations. The aim is for all Year 11 pupils to actively apply for sixth form, college placements, apprenticeships or jobs whilst in their final year. The rationale for college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to gain appropriate learning for individual needs and to encourage lifelong learning. All KS4 pupils have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathways.

We work closely with other providers to ensure that the transition to post 16 is as smooth as possible. Transition planning supports pupils to belong within new settings, commit to their next steps and achieve sustainable post-16 outcomes.

How is the school's learning environment and resources matched to young people's special educational needs?

The school is aware that a purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school.

The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms and learning areas are orderly environments where pupils can work effectively, comfortably and most importantly of all safely. It is crucial that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops and any other learning environments with respect.

At Willow Park School, we believe that the development of capability in the safe use of ICT is an essential requirement of the pupils' education and that they have an entitlement to IT resources and teaching of the highest possible quality development of ICT. The School is guided by the following principles:

- All pupils have an entitlement to the safe use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT/Computing lessons, and as a result of the use of ICT in subject areas. All pupils will be taught how to use the internet safely and will be expected to follow the school's safety guidelines

- ICT resources are planned and deployed within the context of Willow Park School as a therapeutic community. We seek to ensure that resources of the highest quality, and an appropriate type are provided to meet the needs of all users
- Staff are encouraged to make full use of opportunities for professional development in ICT. Practical workshops are to be held on a regular basis as part of the school-based INSET programme, and there are also opportunities to attend external courses.

All of our classrooms are provided with resources to ensure the delivery of a personalised curriculum. Where additional resources are required to enable a pupil to fully access the curriculum, advice is provided by appropriate professionals including the therapy team, consultants and educational psychologists.

How is the decision made about what type and how much support my child will receive?

Your child's EHCP identifies the level of support required to meet your child's needs. This is agreed through discussion between the School and your Local Authority. We plan provision to achieve the objectives outlined in the EHCP for each individual pupil.

Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, targeted intervention may need to be made. This extra provision would be indicated where there is evidence usually through baseline assessment that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, each pupil will retain individual targets. Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support. The group may be taught by the class teacher and also supported by a Progress Lead (TA).

The responsibility for planning for these pupils remains with the class teacher, in consultation with the senior leaders and the leader with responsibility for SENCO. Individual Education Plans will be reviewed termly, although some pupils may need more frequent reviews. The class tutor will take the lead in the review process. Parents/carers and wherever possible, the pupil, will be informed and will be consulted about any further action.

How are parents involved in the school? How can I be involved?

At Willow Park School, we warmly welcome the active involvement of parents and carers, recognising that working together is the key to achieving the very best outcomes for every pupil.

We are committed to maintaining open lines of communication and keeping you fully informed and engaged in your child's education. You can expect regular updates from each Class Teacher through daily phone calls or emails, as well as opportunities to meet face-to-face, attend educational progress meetings, and participate in Annual Reviews. In addition, we keep you in the loop with termly reports and exciting news updates, ensuring you never miss out on what's happening in school life.

Your insights and support are invaluable at every stage of the education planning process. During Annual Review meetings, we work together to celebrate your child's strengths and discuss areas where they can be further supported. Whenever we suggest ways you can help at home, we make sure these are clear, practical, and achievable, so you feel confident in making a positive difference. Our aim is that you leave each meeting with a shared understanding of the next steps and how progress will be monitored and celebrated. We encourage you to share your thoughts, ask questions, and be an active partner in shaping your child's journey at Willow Park School.

Who can I contact for further information?

School office: admin@willowparkschool.co.uk