

SEND INFORMATION  
REPORT

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2023-24



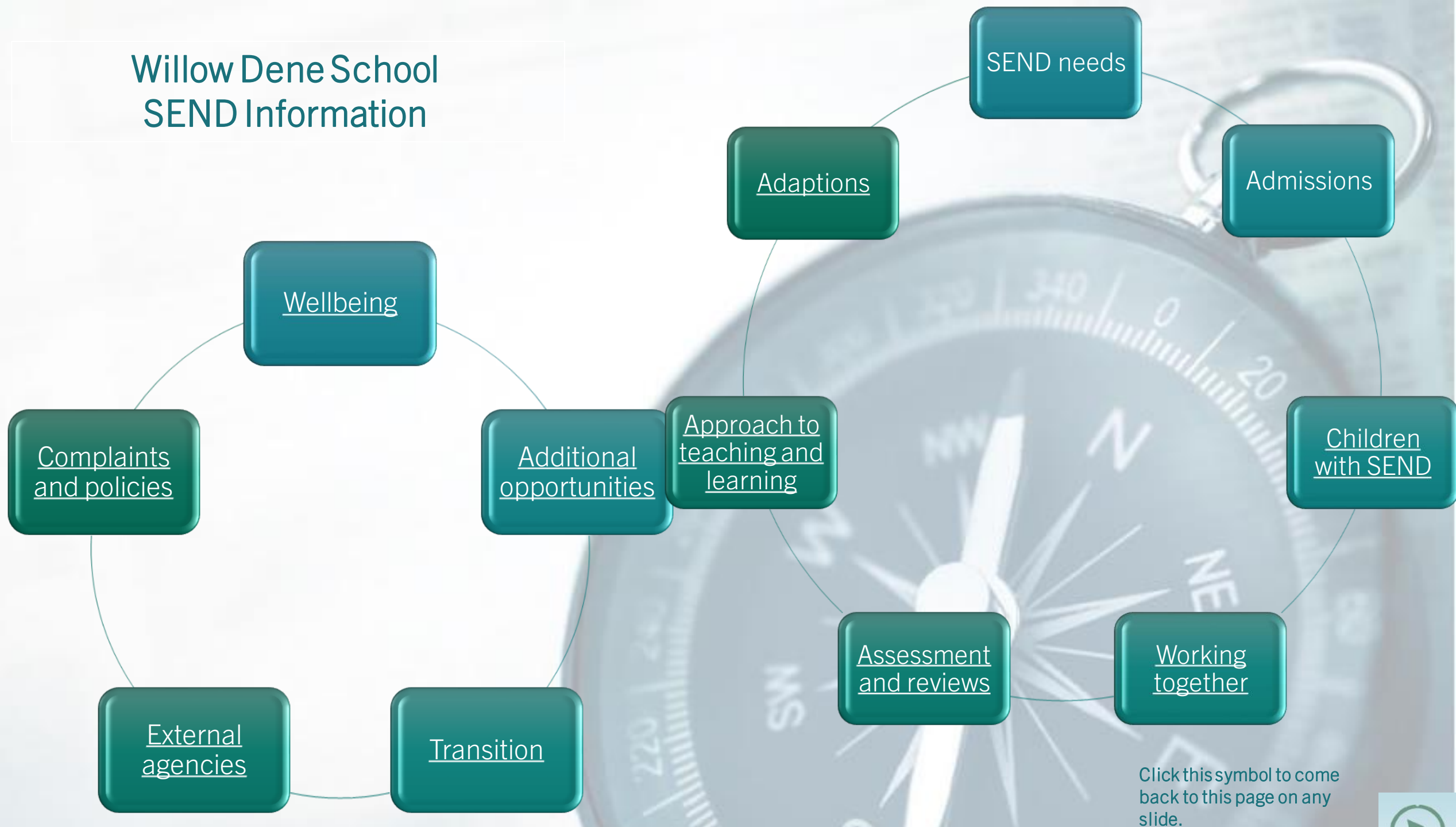
Willow Dene School

Seeing Possibilities,  
Realising Dreams  
Exceptional Teaching  
for Exceptional  
Learners

Willow Dene's vision



# Willow Dene School SEND Information



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# SEND NEEDS

As identified in the 2014 Special Educational Needs and Disability Code of Practice (January 2015).

There are four main areas of need.

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

Willow Dene is a school for children with a range of Special Educational Needs aged 2-19, primarily from the Royal Borough of Greenwich. Since 2011 we have been constantly growing and evolving to better meet the needs of our children and families. Currently, Willow Dene consists of Toucan Specialist Provision for 2 Year Olds, Willow Dene Swingate Lane for our primary aged children, Willow Dene Oakmere Road for our secondary aged children and newly opened Sixth Form currently with young people in Year 12.

Willow Dene is a confident and successful school. At the centre of its vision is the understanding that **‘exceptional learners need exceptional teachers’** and this drives everything we do. As the result of a passionate and consistent focus on the quality of pedagogy and extended provision, the school is proving to be an innovator of practice and provision. We now support other settings in developing the quality of their own practice and will be integral to national developments in the provision for children with special educational needs. Willow Dene is an ambitious, forward thinking and fully inclusive community that is very successful at removing barriers to access and learning for all its children and families.



# ADMISSIONS

- All our children have an Educational Health Care plan (EHCP). Occasionally we do admit children into assessment places. Children are referred to the school by the Local Authority's SEND Assessment & Review department.
- All admissions are decided by the Local Authority's Special Educational Needs Panels. The Panels considers EHC plans to ensure that Willow Dene is the most appropriate place to meet the needs of the child.
- For further information, please speak with the SEN Co-ordinator at your child's school or the Special Educational Needs Officer at the Royal Borough of Greenwich on 020 8854 8888.
- Visits to our school are welcomed and encouraged. Please call the administration office for an appointment on 020 8854 9841.



# CHILDREN WITH SEND

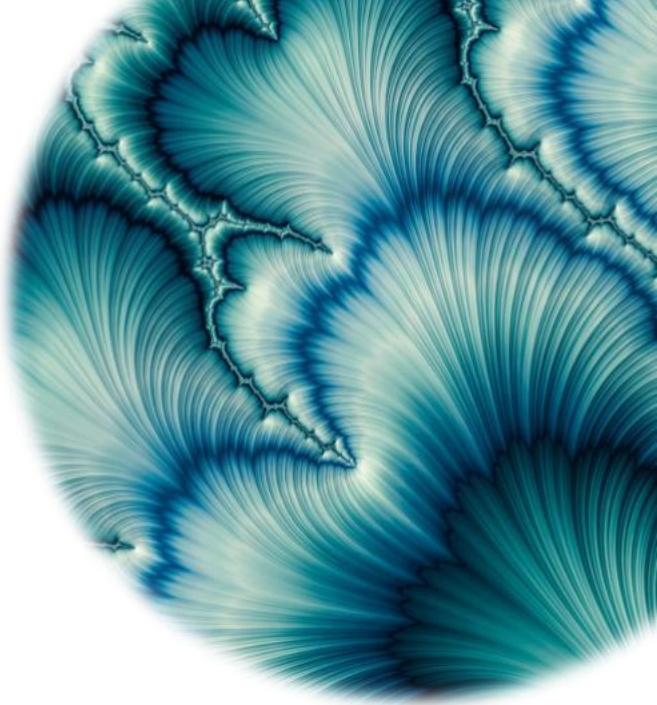
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Education,  
Health  
and Care  
Plans

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# WORKING TOGETHER



We recognise that parents/carers play an integral role in the progress of their child, and we work hard to foster a strong working relationship.



Parents/carers are invited to attend termly meetings, Annual Reviews, school activities and events to celebrate and review their child's progress as well as informal methods of communication.



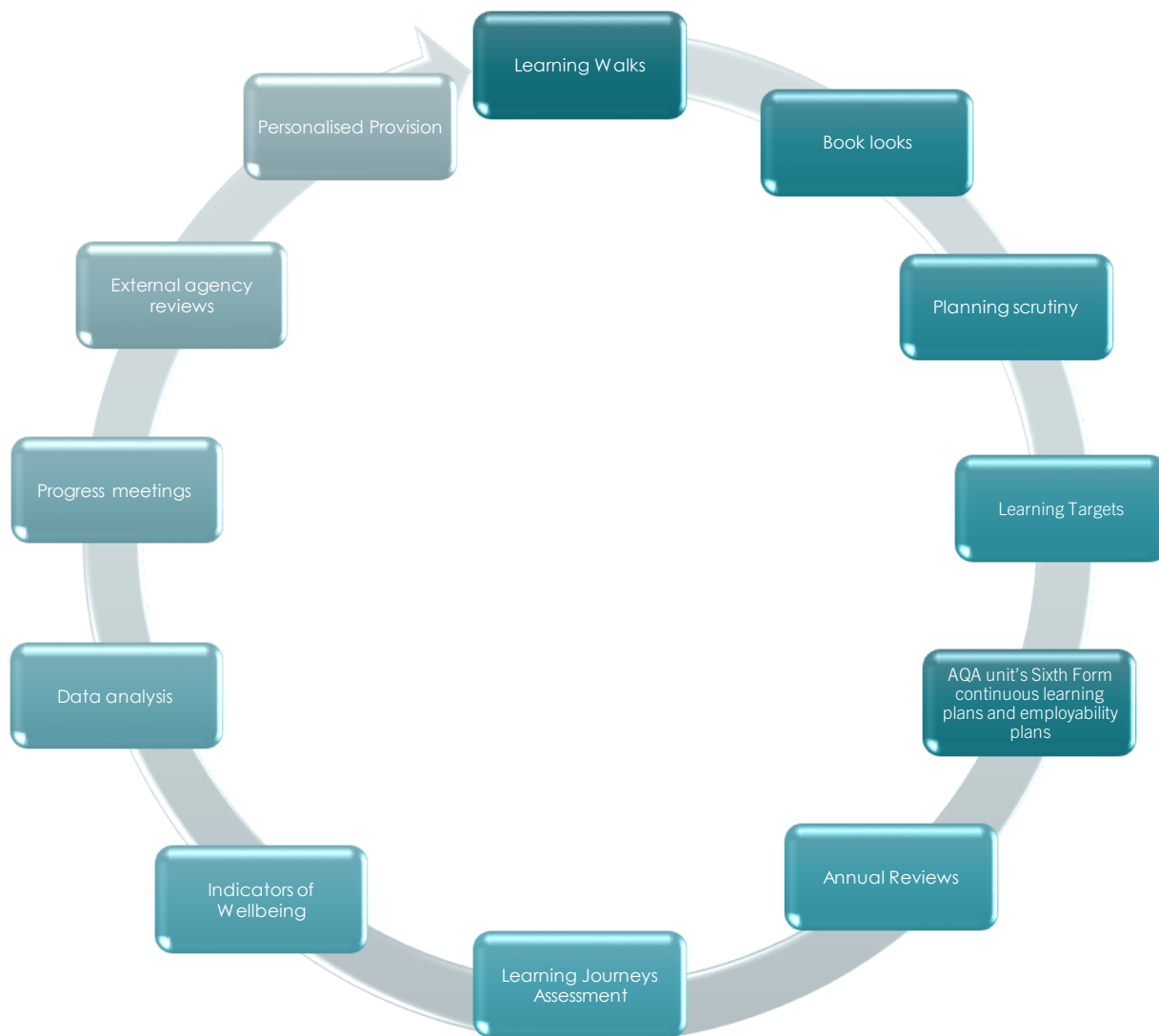
Willow Dene's ethos is one of collaboration and support between parents and the school team. The open-door policy encourages transparency and excellent communication between parents and class teachers. Class teachers will refer to the relevant support internally or externally.



Children share their views, thoughts and feelings through their class School Council representative, termly meetings, Annual Reviews and pupil voice.



# ASSESSMENT AND REVIEW



Willow Dene have developed an assessment system called Learning Journeys. This allows us to identify children's progress from their starting point, identify their next steps and address gaps in their understanding.

Learning Journeys provides staff with relevant frameworks for assessing the learning of all the children who attend Willow Dene.

Learning Journeys also takes account of indicators of wellbeing which can inhibit or support learning for all children. These include factors such as pain, sleep, significant medical events, sensory processing, attendance and behaviour, which can considerably affect the learning of children with SEN. These factors are considered for each child every term to ensure progress is contextualised and that the school is providing the right support to address any issues.

All progress is supported by video, photo and observational evidence. This is moderated by school leaders and also used to support professional development.

We work closely with families to ensure their aspirations for their child are addressed, building on existing skills to work towards future goals, regarding parents as partners in supporting their child's learning.

Accredited learning in KS4 and Sixth Form is through AQA unit awards and key documents which are personalised to the individual.



# APPROACH TO TEACHING AND LEARNING

*"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" [Code of Practice; June 2014:6.36]*

We ensure all children have access to high quality teaching from their class teacher. The Willow Dene curriculum provides structure, continuity and progression. Teachers consider the environment in their classroom and resources that they use to ensure they meet the needs of the children. Subject leaders and specialist leaders provide CPLD and support to ensure high quality teaching and learning.

All children will require a personalised approach which will take into account their holistic needs, universal support (i.e. training for class staff to meet individual need), targeted support (i.e. a personalised timetable or cues) or specialist support (i.e. targeted work with the therapist or school specialist).

All children will be assessed as part of the school assessment cycle which will review progress against agreed outcomes and inform our graduated approach of assess, plan, do, review.



# ADAPTATIONS

We create an inclusive learning environment whereby all children are supported to take part in activities alongside other children. The learning environment supports children to develop their learning, relationships and independence. All children at Willow Dene benefit from carefully planned and designed specialist learning environments. .

Adaptions could include; personalised timetables and curriculums, coloured backgrounds on books and/or overlays, a visual timetable, an individual timetable, large fonts, specialist equipment, visual cues and aids, staff support and evidence-based interventions.

The school is purpose built to ensure that all children's physical and sensory needs can be met within the school environment. The school was designed with the needs of the children in mind and each area of the building is accessible, enabling and inclusive.



# THE WHOLE CHILD

- We have high expectations of children with Special Educational Needs. We ensure that they *“achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood”* (Code of Practice 2015, 6.1).
- We ensure that all children are provided with relevant opportunities to develop their independence in an inclusive setting. Strategies we adopt to ensure *“All pupils should have access to a broad and balanced curriculum”* (SEND Code of Practice, January 2015: 6.12) are:

# WELLBEING

- Our children are at the heart of the curriculum at Willow Dene, and it is a curriculum that is engaging and ambitious. Mental health and emotional wellbeing is incorporated throughout the curriculum and provision.
- Children working within the Early Development Curriculum, develop their responses and early communication skills, understanding of themselves and others around them. Children develop body and environmental awareness and an early understanding of social interaction. They begin to express how they feel consistently and indicate what they like, do not like and their preferences. Staff foster positive relationships and get to know children well, therefore they are able to recognise, respond and support the mental health and emotional wellbeing of children effectively.
- For children working within the Concept Curriculum, there are specific units of work within the carefully designed curriculum which cover all aspects of mental health and emotional wellbeing. These are included within strands of Relationship and Health Education in Primary and Relationship, Sex and Health Education in Secondary, Citizenship, Play and Leisure, Learning technologies – online safety and Physical Education. Such units include work on feelings, self-awareness, healthy bodies, and healthy minds, keeping fit and feeling good. Children also continue to develop communication skills through targeted communication sessions.
- There is an individualised approach to supporting mental health and wellbeing for children, when appropriate. The curriculum can be used as a vehicle for discussion and support for children through use of resources such as social stories, sensory stories and visual supports. There are opportunities for all children each day to have time for reflection and to celebrate successes through collective worship.



## ADDITIONAL OPPORTUNITIES

We have high expectations of all children. We ensure that they “*achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood*” (Code of Practice 2015, 6.1).

We ensure that our school is inclusive by ensuring all children have access to:

- Saturday club;
- Summer playscheme;
- Lunchtime clubs at Secondary age;
- School journey offers for children in upper KS2, KS4 and KS5;
- Offsite activities



# TRANSITION



All children will encounter transition throughout their time at school. Any change or transition will be carefully considered and managed to ensure the needs of the child are met.



Children will move between classes and will encounter changes of teachers. The children will have the opportunity to meet the new adults they are working with. Children will visit their new classrooms where required. In some cases, some children may require additional support for transition which could include additional visits, social stories, photos or transition packs.



Sometimes, children may move school. We will work with the other school and share relevant information to ensure there is a thorough transition.



At Willow Dene we work closely with families, other schools or nurseries and where necessary, medical professionals to provide a smooth transition between settings that meet the needs of the child. Staff communicate fully with other agencies to ensure all information is gathered.



# THE WIDER TEAM

We ensure that children's holistic needs are met through our multidisciplinary approach, which combines expert knowledge from a range of professionals.

## Wellbeing and mental health

- Educational Psychology Service
- CAMHS

## Tertiary Services

- Wheelchair Services
- SeeAbility
- Sensory Service - Visual & Hearing impairments
- Epilepsy Nurse Practitioner
- Short Breaks Team

## Therapy Services

- Physiotherapy
- Occupational Therapy
- Speech & Language Therapy
- Music Therapy
- Play Therapist
- Art Therapist

## Social Care

- Family and Adolescent Support Service (FASS)
- Social Workers
- Children with Disabilities Team

## School based professionals

- Physical Fitness Coordinator
- Sensory Processing Team
- Outdoor Learning Team
- Family and Health Support Team
- MOVE Team
- Swim Team
- MFL Teacher

## School Health Team

- School Nursing Team
- Community CCN Team
- Pediatrician
- Dietician

## Medical Professionals

- Specialist Consultants
- General Practitioners



# COMPLAINTS AND POLICIES

## Our policies and provision

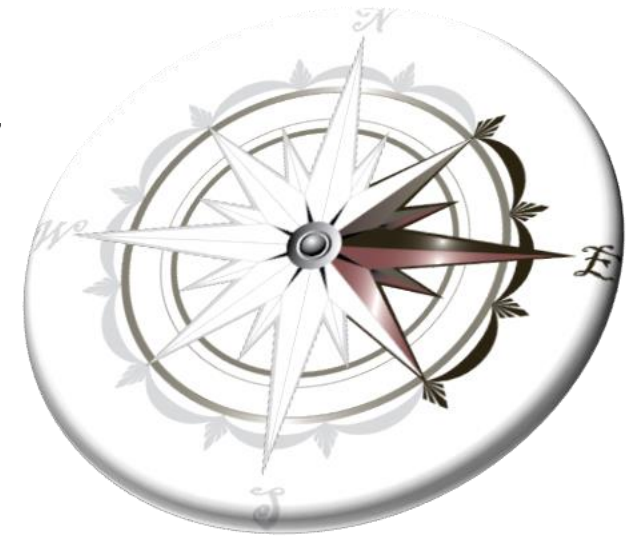
- Our curriculum is based on National Curriculum Programmes of study for KS1-KS4 and includes all statutory curriculum requirements. It is carefully designed to meet the needs of all children and reflects Willow Dene's key values. Our curriculum complies with the duties of the Equality Act 2010 and the SEND Code Practice 2014. It maximises cross curricular links, opportunities to practice and generalise key skills and a text-led approach to learning.
- The intent of the curriculum at Willow Dene is to enable all children to be active learners, moving towards independence, autonomy, control and choice, and that they learn to effectively communicate needs, wants, and opinions.
- A range of our school policies are available on our [website](#) or we can provide copies on request.
- Please see the following documents:
  - [Compass 3 Year Equalities Priority Plan](#)
  - [Accessibility Plan Policy](#)
  - [Inclusion Policy](#)

## Greenwich Local Offer

- The Local Offer provides information on the services in Essex that are available for children and young people with Special Educational Needs (SEN) and Disabilities aged from birth to 25.
- [Special Educational Needs and Disabilities \(SEND\) Local Offer | Greenwich Community Directory](#)

## Complaints

- Please refer to the Trust's complaints policy. [You can find the policy here.](#)



"They said he wouldn't,  
but he did. They said  
he couldn't, but he can.  
They said he won't,  
but he will."

