



Brochure 2022 - 2023



The Woodlands Academy,
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Welcome!

The Woodlands Academy is a special needs school for pupils aged 2-16 with a wide range of needs. This includes moderate or severe learning difficulties, speech, language and communication needs, autism, social, emotional and mental health needs and some medical difficulties.

We are committed to providing the best education for all our pupils with all staff being passionate about providing a meaningful and motivating curriculum. Our aim is to help our pupils become responsible citizens who can make a positive contribution to the community.

We adopt a 'holistic approach' focusing on the development of the 'whole child' using a personalised, pupil centered curriculum.

The Academy's staff team consists of staff with a range of expertise from our highly skilled teachers, instructors and teaching assistants who are all committed to meeting the needs of all the pupils in our care. Our teachers and instructors lead their class team through shared goals, which are informed, by parents and carers, therapist and a range of agencies.

If you have any questions please do not hesitate to contact the Academy either by phone or email.

Best Wishes



Michelle Hockham
Headteacher

Mission Statement



“Our mission is to provide a safe, stimulating learning environment where everyone feels valued and respected. We aim to achieve through continually reflecting on our work and striving for improvement thus providing a consistently high quality learning experience that will support every individual to achieve their full potential.”

Parent Voice

Taken from the Parents & Carers Survey Spring Term 2019

“you do a fantastic job and it has been a great honour & privilege for our family to be supported by you. You’re the best! Always grateful.”

“The core principles for (our son’s) wellbeing, the staff and the atmosphere around school is fantastic and finally I...feel safe and happy to send (him) to School. Thankyou.”

“Woodlands deals with children who in other places don’t fit in – it does everything with kindness and compassion and have a heart to solve difficulties. (The) ethos: keeping all these children safe, learning and enjoying life, giving them a sense of belonging to the school.....Long may it continue.”



Woodlands Academy – Statement of Ethos and Values

The Woodlands Academy is an Academy for children with a range of Special Needs and Disabilities. Our aim is to prepare our students for the challenges of the 21st Century. For some students this will mean a working independent life and for others there will be planned dependency with as much independence as their needs allow.

Our aim is for children to develop into, confident, happy, positive young people. We will ensure we understand each unique individual and their needs. Personalised planned pathways support every child in their progression.

We have a strong pastoral structure built on a caring philosophy which nurtures positive relationships through high expectations and supported challenge. We work holistically to develop student's resilience, mature behaviour, responsibility and independence.

We ensure students are supported to gain knowledge and respect of their own culture and we strongly encourage children to regard all faiths, races and cultures with respect.

Academic success and progress is valued at all levels of performance and the classroom focus is on achievement. Learning is celebrated in all its forms.

At the Woodlands Academy Scarborough we **STRIVE** to provide the best possible opportunities for ALL our pupils.

Through :

Specialist provision - our staff are highly trained in a range of specialisms to meet the full range of needs and disabilities of those attending Woodlands.

Therapeutic - we ensure we support pupils learning through specialist interventions and therapies as required.

Relationships - strong trusting relationships are crucial within the school community for students to feel secure and supported where staff do tasks with the pupils **not** for them.

Independence training - pupils are supported to become independent and discouraged from being dependent. They develop to be as independent as possible.

Vision - we are working with parents, governors, students (current and former) and with a range of services to further develop the academy to enrich and develop children with SEND in all aspects of their lives both in and out of school.

Exploring - through where essential core skills are learnt through a meaningful curriculum which provides exciting motivating learning and life experiences which is inclusive of all pupils.

Educational Approach and Curriculum

The Curriculum at The Woodlands Academy ensures all pupils are given the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy.

The curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development. At the same time as recognising the special needs and difficulties experienced by children with SEN it is essential that the individuality of each pupil is considered. Thus at Woodlands we will strive for a flexible individualised programme of experience and learning for each pupil. Thus individuals' strengths, interests, needs, and, when appropriate, choices will be taken into account.

The curriculum is based on the National Curriculum and also blended with opportunities for pupils to develop functional and independence skills. Some subjects are taught discretely while others are covered within a creative curriculum approach. The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively. The nature of the disabilities experienced by the pupils has implications for each child's teaching and learning. It is essential to recognise these implications and attempt to address them giving careful consideration to:

What we teach (curriculum content)

How we teach (Teaching style and approach)

Where we teach (Context of teaching and learning)

Teaching Style and Approach



Pupils with communication and complex difficulties require a very structured learning environment to maximise their learning. This can include minimising sensory stimulation, simplifying language, visual clarification, use of symbols and breaking learning into small manageable steps.

We work in close co-operation with the Speech and Language Therapist, and specialist health professionals, to provide each pupil with a highly structured individual programme. Pupils have access to aspects of TEACCH, total communication, PECS, intensive interaction, social skills programmes, social scripts, sensory integration therapy and occupational therapy.

For many of our pupils learning is often compartmentalised skills, which are learnt in isolation and have difficulty generalising to different settings. Abstract thinking can be difficult and they do best with concrete situations. At Woodlands, skills are practised in a variety of situations, to help broaden our pupil's skills base. Real life materials and situations are used as far as possible, making extensive use of the community with the aim to give our pupils the life skills they need when they leave us.

In order to plan and deliver a targeted curriculum we have split the school into 3 teaching teams: Semi Formal Learners, Formal Learners (Lower) and Formal Learners (Higher).

Our Personalised Pathways offer runs alongside these strands and provides access to a highly individualised, bespoke curriculum which includes 'weaving' in the pupils interests to meet the curriculum.

The strands can be summarised in the following way:

<p>Semi-formal Learners (EYFS to p8)</p>	<p>Formal Learners (p8 & above)</p>	
<p>Personalised Pathway 1</p> <p>Our semi-formal learners are pupils who have a range of complex obstacles to learning. Semi-formal learners are working between Early Years Foundation Stage and end of year 1 expectations. Some semi-formal learners may learn through structured play, others will learn more effectively through functional activities, and others will respond to a topic-based approach.</p>	<p>Personalised Pathway 2</p> <p>Our formal learners are pupils who are working at levels that can be related to the National Curriculum performance expectations. This group of pupils are largely taught through individual subjects including Literacy, Mathematics, Science, Personal and Social Development, Humanities and Expressive Arts. This group of pupils will benefit from a structure that enables personalised learning. Older pupils will undertake work related learning, including opportunities for work experience. The formal curriculum recognises that many of the pupils have a range of needs and may require access to specialist provision .This is made available through the carefully planned and designed curriculum plan, for example bespoke Social Communication sessions.</p>	<p>Personalised Pathway 3</p> <p>Some of our pupils require an even more individualised and bespoke curriculum due to their complex needs and barriers to learning. The curriculum allows for some flexibility with 'pathways' depending on their level of anxiety at any one given time. For many of these students a THRIVE approach is used to help them reengage with life and learning.</p>



Pastoral Team

We have a team of staff who provide support in a pastoral capacity and provide a range of Interventions.

The Intervention framework

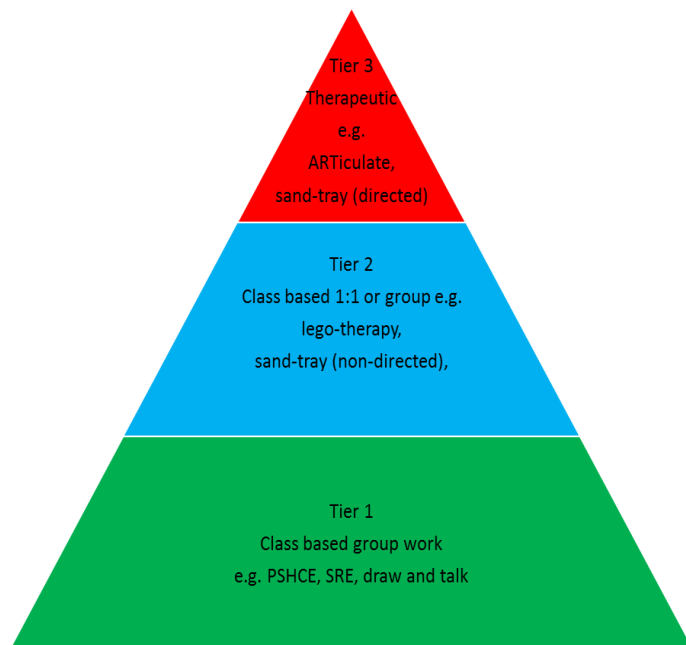
This framework identifies the need for escalating levels of intervention **specific to an individual** and identified as a barrier to learning.

The framework consist of three Tiers:

Tier 1 (all pupils)

Curriculum based programmes delivered in class groups such as:

- PSHCE
- 'draw and talk'
- Mindfulness/relaxation techniques.
- Zones of regulation
- *Positive Behaviour Scale (PBS)
- Relationship & Sex Education



Tier 2

1:1 or group based intervention delivered by a member of the class team. This level of intervention might include:

- Sand-tray (undirected)
- Lego group
- Social and emotional well being
- Mindfulness 'paws.B' – mindfulness in schools project.
- Anger management
- Resilience
- Attachment (key adult/5 to thrive/play continuum)
- SRE specific 1:1

Tier 3

1:1 or group based therapeutic interventions delivered by a specifically trained member of staff such as:

- Autism awareness
- ARTiculate
- Safety planning
- 'Looked after' support
- Sand tray (directed/undirected)
- Anger management
- Attachment/Trauma



Enrichment

Many educational and recreational trips are organised through the course of the year, some day and some residential.

Our current activities include gymnastics, rugby, football, swimming, re-bounce therapy, music therapy style activities and mindfulness.

Positive Behaviour for Learning

In order to improve the quality of learning and teaching and to create a safe and happy environment for all students, staff and any other person associated with the school we have identified the following aims:

- all members of the school community have a right to feel safe
- teachers have a right to teach
- children have a right to learn

Objectives of Positive Behaviour for Learning:

- to support the quality of learning
- to reward pupils for positive behaviour
- to ensure a consistent approach to discipline throughout the school, which is clearly understood by staff, students and parents
- to help students learn that their behaviour has consequences

Pupils will be expected to

- treat everyone within the community with respect and consider their rights, both as learners, teachers, adults and children
- be polite, co-operative and show a positive attitude to learning
- accept support when needed
- make the right choices and understand that adults in the school are considering the best interests and rights of all the children
- attend every day, arrive on time and enter the school ready to learn
- participate and play an active role within the school
- follow the rules agreed by the academy
- be considerate and respectful of others
- share their views and opinions through their school council representative

Parents and carers are expected to

- support the school in its behaviour policy
- sign a Home/School Agreement, which sets out our expectations
- talk to their children about schools expectations of learning and behaviour

- give specific praise when their children do well at school and share with us any achievements outside school
- take part in opportunities to celebrate success, such as assemblies and community events
- work with school if there are any concerns about their child's behaviour in school
- encourage children to discuss problems and accept help when needed
- attend parent's evenings and any other meeting with school that will help your child
- tell school of any concerns, including medical concerns or issues which may affect your child's learning or behaviour
- ensure that your child attend school regularly and on time, always informing the academy of any absence
- support wider policies that can impact on behaviour e.g. Anti-bullying



Internet and Email Rules

All pupils will use computers at some time during the year. Many pupils will use the internet or may practise sending e-mails.

Pupils and their parents are asked to sign our "e-Safety agreement".

This agreement is as follows:-

Pupils will sign to say that they understand and agree to these rules.

- I will follow all staff instructions at all times when using the internet
- I will act properly at all times when using the internet or e-mail
- I will only use the internet for Academy work and only when an adult is with me
- I will get permission from staff before I download pictures or text from the internet
- I will not look for inappropriate things on the internet
- If I find inappropriate things by accident, I will close the site down at once and tell a member of staff straight away
- I will get staff permission for any e-mails I send
- I will get staff permission before I open any e-mails
- My e-mails will always be polite

If pupils break these rules, they may be banned from using computers for a period of time and parents may be informed.

Photographs and filming

Photographs are used regularly in the Academy to record pupils' work, to help staff to get to know pupils and to organise classes within the Academy.

Occasionally, we use film and photographs to train our staff in assessment or in other areas of Special Needs work.

Schools/Academies do not need permission to use photographs in this way but we do use photographs for other purposes and we seek parental consent before this happens. The three other main uses for which the Academy requires consent are:



Academy Prospectus and Display

We hope you will agree, that this prospectus is much better with photographs of pupils included. Displays around the Academy or for use in Open Evenings often include photographs of pupils.

Website & Twitter

www.woodlands.n-yorks.sch.uk

Again, our website is much more exciting when it includes photographs of pupils. Please visit our web-site to see examples of the sorts of pictures we would include. No pupil will be named on a photograph on our web-site.

We will aim to keep class pages and special event pages as up-to-date as possible.

Local Press or Television News

We often publicise Academy events or achievements in the local press and pupils enjoy seeing themselves in the newspaper.

Parents/carers may refuse or withdraw consent at any time.

Admission

Policy

Only pupils with an Educational Health Care plan may be admitted to the academy.

For a place to be offered we must be satisfied that:-

- The academy is suitable for the child's age, ability and aptitude and the special educational needs set out in part 2 of the statement
- The admission would not be incompatible with the efficient education of other children in the academy

Procedure

An informal visit to the academy for parents can usually be arranged quickly, by parents contacting us direct. This is for parents to find out more about us. If, following this visit, parents should wish to pursue a placement for their child, they should either speak to the Headteacher of their child's current school, or contact the SEN Officer for their Local Education Authority (LEA).

If their LEA feels that a placement is appropriate, they will consult with the academy.

If all parties agree that placement could be appropriate, a half-day visit for a pupil may be arranged. This is for us to begin to assess whether or not we can meet a child's needs.

After that visit, we would either arrange a slightly longer visit, or we may be in a position to discuss the offer of a place with the LEA. Such a consultation would include the completion of pre-admission paperwork by parents, the LEA and previous schools. In all cases both the academy and the child's LEA must be in agreement that a placement is appropriate before a place is offered.



School Meals

Dinners are prepared on the premises and consist of a choice between a hot meal, vegetarian option, salad or sandwiches. Our preferred method to collect dinner money is through ParentPay, details of which can be obtained from the Academy office.

Arrangements can be made for pupils requiring a special diet on medical advice.

The Academy currently provides free meals to pupils in Years Reception, 1 and 2. If your child qualifies you will need to complete a Universal Free School Meal form available from the Academy Office.

In addition to the universal free school meals for key stage one pupils, free school meals are available to children whose parents receive certain benefits.

Pupils may bring packed dinners with cold drinks. We would encourage you to not include chocolate or confectionary items but to include two pieces of fruit or vegetable. We would encourage you to send water, squash or fruit juice not fizzy drinks. Pupils are able to bring in seeds but NO NUTS or nut products.

School Transport

North Yorkshire County Council are responsible for all transport arrangement to and from the Academy. However, we work closely with them and with individual providers to try to ensure that things run smoothly.

Pupils aged 2 – 11 who live further than two miles from the Academy and all those age 12 – 16 who live further than three miles may be provided with free transport. Transport is via minibus or a taxi, and a passenger assistant (PA) is provided in most cases. It is the PA's job to ensure the safety of the children on the transport and to make sure they get on and off at the right stop. If a parent wishes their child to be dropped off at a different address NYCC passenger transport must be informed in advance. The Academy is unable to make any changes to transport arrangements. Parents must inform the Academy of any changes to transport arrangements; we will check the identity of anyone we do not already know if they are sent to collect a pupil.

Pupils are expected to behave sensibly and safely at all time when travelling on transport. Where this does not happen, a pupil's behaviour will be monitored by PAs and information passed on to Academy staff so that we might offer support. In exceptional circumstances; where difficult behaviours cannot be moderated using our usual sanctions, parents may become responsible for transporting their child to and from the Academy.

For more information about School Transport please visit <http://www.northyorks.gov.uk/article/23550/School—transport>

Uniform

From September 2022 we have, in conjunction with the school council, made alterations to our school uniform. This will be a gradual process throughout the school but for all new starters Please find below the uniform list.

Plain Polo Shirt in either Brown, Green or Yellow

Plain Sweatshirt/cardigan or hoodie in either Brown, Green or Yellow (hoodie must have string cord removed)

Black trousers or skirt (skirt with shorts underneath), shorts, joggers or thick leggings.

Sensible black shoes or trainers

PE Kit (This must be a complete change of clothing, shirts worn in the Academy cannot be used for PE)

Shorts/Jogging bottoms – Navy

Polo Shirt – Light Blue

Footwear – sensible trainers

Jewellery

Pupils may wear a watch and stud earrings. No other jewellery is permitted in the Academy, all jewellery must be removed for PE lessons.



School Day

The school day begins at 9am

Semi-Formal

Morning break 10.45 – 11.00

Lunch 11.45 – 1pm

Formal Lower

Morning break 10.30 – 10.45

Lunch 12.00 – 1pm

Formal Higher

Morning break 10.45-11am

Lunch 12-1pm

Semi-formal & Formal (Lower & Higher)

Afternoon 1pm – 3pm

The school day ends at 3 pm



Parents and the Academy

Parents are welcome in the Academy. They are our partners in the education of their child and it is good for the pupils to see that their parents are interested in the Academy and their education. If parents have any worries or queries they can contact the Headteacher or the class teacher either by telephone, letter or in person. If parents do want to visit Academy, making an appointment is very helpful and much appreciated. Parents are invited to the Academy annually to discuss their child's Annual Review. Parents' Evenings are held twice a year as well as an annual open evening.

INFORMATION

The Department for Education recommends publication of specific documentation on the Academy website which includes the following key information:

- ◆ the Academy Curriculum
- ◆ any published HMI and OFSTED Reports
- ◆ Academy policies concerning Religious Education Acts of Worship and Sex Education
- ◆ any syllabuses followed
- ◆ the arrangements for the consideration for complaints about the Academy or the curriculum
- ◆ the Academy Annual Report

The Academy's commitment to comply with statutory requirements around data and information management are set out in the Information Policy and Publication Scheme which can be located on the Academy website or are available on request.

Attendance

Regular attendance and punctuality are essential. Only good reasons for absence like illness or medical appointments are acceptable. Where parents wish to request a leave of absence they should complete a "leave of absence form" as soon as possible for consideration by the Interim Headteacher.

When a pupil is unwell, parents should telephone the Academy before 9:00 to explain their absence. This ensures that no pupil is absent without their parents' knowledge.

Parents should contact the Academy in advance of any medical appointments and may be asked to produce original appointments letters.

The Academy will follow up any unexplained absences as quickly as possible and the co-operation of parents is appreciated.

Parents are asked not to send children to the Academy who are feeling unwell. If a child is ill or has an accident while at the Academy parents will be informed and arrangements made to take them home where possible. In an emergency, pupils will be taken to hospital.

Medication

Pupils must not bring medication to the Academy themselves but it may be given to passenger assistants to transport into the Academy or passed direct from parents to Academy staff who will ensure that a member of staff locks it in the medicine cupboard where it cannot be misused. If medicines are brought to the Academy they must be accompanied by a written request from parents and supplied with their original packaging, labels and any information sheets. No medicines will be administered without written parental consent. Our medication policy and forms are available on our web-site or by contacting the Academy.

OUTSIDE AGENCIES

Academy Doctor

The Academy Doctor visits the Academy weekly. Parents can request a medical for their child if it is thought necessary.

Academy Nurse

The Academy Nurse visits when required and is available to see parents.

Speech Therapist

The Speech Therapists visits once per week to deliver speech therapy to individual pupils. Therapists work closely with Academy staff to develop work in the classroom to support the development of Speech and Language skills.

The Educational Psychologist

The Educational Psychologist visits the Academy by request, and will assess pupils at parents' or staffs' request.

Occupational Therapist / Physiotherapist

The Occupational Therapist and Physiotherapist visit the Academy regularly to help individual pupils.

Children with Disabilities Service

Our Pastoral Team can support referrals to the Children's Disability Service if required.

The Learning Disability Service

Our Pastoral Team can support referrals to the Learning Disability Service if required.

Contact

Please feel free to contact us at any time.

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