



Woodland Pathways

Special Educational Needs and Disabilities (SEND) Policy

**Date created or revised: 0925
Date of next review: 0926**

1. Policy Statement

Woodland Pathways is committed to providing **inclusive, high-quality alternative provision** that meets the needs of all learners, including those with **Special Educational Needs and Disabilities (SEND)**.

We recognise that many learners accessing our provision:

- Have identified SEND needs
- May be undergoing assessment
- Have experienced barriers to education
- Present with Social, Emotional and Mental Health (SEMH) needs

Our approach is:

- **Relational and trauma-informed**
- **Highly personalised and adaptive**
- **Focused on re-engagement, wellbeing, and progress**

We work collaboratively with:

- Commissioning schools
- Local Authorities (Norfolk & Suffolk)
- Parents/carers
- External professionals

to ensure a **holistic, joined-up approach** to support.

2. Legal and Statutory Framework

This policy is aligned with:

- **Children and Families Act 2014**
- **SEND Code of Practice (2015)**
- **Equality Act 2010 (including reasonable adjustments)**
- **Public Sector Equality Duty (PSED)**
- **Keeping Children Safe in Education (KCSIE 2025)**
- **Working Together to Safeguard Children (2023)**
- **Norfolk & Suffolk SEND Local Offer expectations**

3. Definition of SEND

In line with the SEND Code of Practice:

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

This includes learners who:

- Have significantly greater difficulty in learning than peers
- Require provision different from or additional to mainstream

4. The Four Areas of Need

Woodland Pathways supports learners across all four areas:

4.1 Communication and Interaction

- Speech, language and communication needs
- Autism spectrum conditions

4.2 Cognition and Learning

- Moderate learning difficulties
- Specific learning difficulties (e.g. dyslexia)

4.3 Social, Emotional and Mental Health (SEMH)

- Anxiety, trauma, attachment needs
- Emotional regulation difficulties

4.4 Sensory and/or Physical Needs

- Sensory processing differences
- Physical disabilities

5. Core Principles

Woodland Pathways operates under the following principles:

- Every learner has the right to **inclusive, equitable education**

- Provision must be **adapted to the learner, not the learner to provision**
- **Wellbeing is fundamental to learning**
- **Strong relationships enable progress**
- SEND support must be **collaborative, transparent, and evidence-informed**

6. Safeguarding and SEND

We recognise that learners with SEND are **more vulnerable to harm**, including:

- Communication barriers
- Increased dependency on adults
- Risk of bullying or exploitation
- Online safety risks

All staff are trained to:

- Recognise additional safeguarding risks
- Adapt communication and response
- Report concerns immediately

Safeguarding is embedded across all SEND provision

7. Identification and Assessment of SEND

7.1 Pre-Placement Assessment

Prior to placement, Woodland Pathways gathers:

- EHCPs and reports
- Risk assessments
- Professional input (EP, SALT, CAMHS etc.)
- Parent/carer views
- Learner voice

7.2 Ongoing Identification

We recognise that:

Some learners may have **undiagnosed SEND needs**

We support identification through:

- Observation and assessment
- Collaboration with professionals
- Feedback to commissioning schools and LA

8. Graduated Approach (APDR Cycle)

Woodland Pathways follows the **Assess – Plan – Do – Review** cycle:

Assess

- Identify needs through assessment and observation

Plan

- Develop personalised plans (e.g. Education Plans, Risk Assessments)

Do

- Deliver targeted and adaptive provision

Review

- Evaluate progress termly (or sooner if needed)

9. Levels of Support

9.1 Universal (Quality First Practice)

- Trauma-informed relational approach
- Safe, nurturing environment
- Differentiated, personalised learning
- Focus on wellbeing and engagement

9.2 Targeted

- Specific interventions
- Adapted activities (e.g. outdoor-based literacy, regulation work)
- Support linked to commissioning outcomes

9.3 Specialist

- Involvement of external professionals
- Support for assessments and referrals
- Facilitating engagement with services (e.g. CAMHS, SALT, EP)

10. Personalised Provision

Each learner receives:

- Individual Education Plan (or equivalent)
- Risk assessments
- Personalised targets

Provision is:

- Flexible and responsive
- Regularly reviewed
- Aligned to EHCP outcomes (where applicable)

11. Supporting Wellbeing and SEMH

Wellbeing is central to SEND provision.

We support learners through:

- Therapeutic, relational practice
- Emotional regulation strategies
- Safe, predictable environments
- Opportunities for reflection and growth

12. Partnership Working

Woodland Pathways works in partnership with:

- Schools and Local Authorities
- Parents/carers
- External professionals

We ensure:

- Open communication
- Shared planning and review

- Consistent support strategies

13. Staff Training and Expertise

Staff receive training in:

- SEND and differentiation
- SEMH and trauma-informed practice
- Communication strategies
- Sensory regulation

Training is:

- Ongoing and responsive
- Supported through supervision and reflection

14. Monitoring Progress and Outcomes

We monitor:

- Engagement
- Attendance
- Personal and social development
- Progress towards targets

Progress is:

- Reviewed termly
- Shared with commissioners and families
- Used to adapt provision

15. Supporting Transitions

We support transitions by:

- Pre-placement visits
- Gradual introduction where needed
- Information sharing
- Liaison with next provision

16. Complaints and Concerns

If concerns arise:

1. Speak to staff
2. Escalate to Provision Lead
3. Contact commissioning body if required

We are committed to resolving concerns collaboratively.

17. Monitoring and Review

This policy is reviewed:

- Annually
- Following changes in legislation
- In response to feedback or incidents

Woodland Pathways ensures that all learners with SEND receive personalised, inclusive, and safeguarding-led provision, enabling them to engage, progress, and achieve in line with Local Authority expectations and statutory guidance.

Appendix 1: SEND Provision Map Template

Woodland Pathways – Individual Provision Map

Learner Details

- **Name:** _____
 - **DOB:** _____
 - **School / Commissioner:** _____
 - **EHCP:** Yes No
 - **Primary Area of Need:** _____
-

1. Areas of Need (Tick all that apply)

- Communication & Interaction
 - Cognition & Learning
 - SEMH
 - Sensory / Physical
-

2. Identified Needs

Area	Description of Need
SEMH	
Learning	
Communication	
Sensory/Physical	

3. Provision in Place

Universal Support

- Relational, trauma-informed approach
 - Predictable routines and safe environment
 - Differentiated activities
-

Targeted Support

Intervention Frequency Delivered By Outcome Focus

Specialist Support

Service / Input Details Frequency

EP / SALT / CAMHS

4. Reasonable Adjustments

- Flexible timetable
- Reduced demand tasks
- Sensory support
- 1:1 support
- Safe space access

Details:

5. Desired Outcomes

Outcome Timescale

6. Review

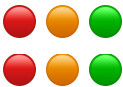
- **Review Date:** _____
- **Reviewed By:** _____

Appendix 2: EHCP Outcomes Tracking Sheet




Learner Details

- Name: _____
 - EHCP Review Date: _____
-

EHCP Outcomes Progress

EHCP Outcome	Provision Provided	Progress (RAG)	Evidence	Next Steps
				

Progress Indicators

-  = Limited progress
 -  = Some progress
 -  = Good progress
-

Summary of Impact

- Engagement: _____
 - Wellbeing: _____
 - Independence: _____
-

Appendix 3: SEND Review Meeting Template

Meeting Details

- **Learner Name:** _____
 - **Date:** _____
 - **Attendees:** _____
-

1. Current Strengths

- -
 -
-

2. Areas of Need

- -
 -
-

3. Progress Since Last Review

- Engagement:
 - Behaviour / SEMH:
 - Learning:
-

4. What is Working Well

- -
-

5. What Needs to Change

- -
-

6. Agreed Actions

Action Responsible Person Timescale

7. Parent/Carer Views

-

8. Learner Voice

-

9. Next Review Date

Appendix 4: Ofsted-Style SEND Summary (Intent, Implementation, Impact)

Intent

Woodland Pathways aims to provide:

- Inclusive, personalised provision for all learners with SEND
 - A therapeutic, relational environment that supports engagement
 - Opportunities for learners to develop confidence, independence, and resilience
-

Implementation

We achieve this through:

- Individualised provision plans and risk assessments
 - Trauma-informed and relational practice
 - Differentiated, flexible delivery
 - Multi-agency collaboration
 - Ongoing assessment using the APDR cycle
-

Impact

As a result:

- Learners demonstrate improved engagement
- Emotional regulation and wellbeing improve
- Learners develop confidence and independence
- Progress is evident against EHCP outcomes and personal targets

Woodland Pathways SEND Guide for Parents & Carers

Supporting Your Child at Woodland Pathways (2025–2026)

Welcome

At Woodland Pathways, we understand that every child is different.

Many of the young people we support:

- Have Special Educational Needs and Disabilities (SEND)
- May have found school difficult
- May feel anxious, overwhelmed, or disengaged

Our aim is simple:

To help your child feel safe, valued, and able to succeed.

What is SEND?

A child or young person may have SEND if they:

- Find learning more difficult than others their age
- Need extra support to access education
- Have a disability that affects their learning or wellbeing

We support all four areas of need:

- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health (SEMH)
 - Sensory and/or physical needs
-

Our Approach

At Woodland Pathways, we use a:

Relational Approach

We build strong, trusting relationships so your child feels safe and understood.

Trauma-Informed Approach

We understand that behaviour is often linked to past experiences and unmet needs.

Personalised Learning

We adapt everything to suit your child — not the other way around.

How We Get to Know Your Child

Before your child starts, we gather information from:

- You (parents/carers)
- School or Local Authority
- EHCPs or reports
- Other professionals (if involved)

We also take time to:

- Get to know your child
 - Understand their interests and strengths
 - Identify what helps them feel safe and engaged
-

How We Support Your Child

Every child receives a **personalised plan**, which may include:

- Individual learning activities
- Emotional and wellbeing support
- Opportunities to build confidence and independence
- Outdoor and hands-on learning experiences

We focus on:

- Building trust
 - Improving wellbeing
 - Supporting engagement in learning
-

Levels of Support

We follow a graduated approach:

✓ **Universal Support**

Available to all learners:

- Safe, calm environment
 - Flexible learning
 - Strong relationships
-

✓ **Targeted Support**

For specific needs:

- Small interventions
 - Personalised activities
 - Support with communication or learning
-

✓ **Specialist Support**

Where needed:

- Working with external professionals
 - Supporting assessments
 - Helping your child access specialist services
-

How We Track Progress

We regularly review how your child is doing by looking at:

- Engagement and attendance
- Emotional wellbeing
- Confidence and independence
- Progress towards personal targets

We share this with:

- You
 - School / Local Authority
 - Other professionals (where appropriate)
-

How We Work With You

We believe that **you are the expert on your child.**

We will:

- Keep in regular contact (phone, email, meetings)
 - Share updates and progress
 - Listen to your views and concerns
 - Work together to support your child
-

Your Child's Wellbeing

Wellbeing is at the heart of everything we do.

We support children by:

- Creating a safe and calm environment
 - Building trusting relationships
 - Encouraging expression of feelings
 - Developing confidence and resilience
-

Transitions (Starting and Moving On)

We support transitions by:

- Offering visits before starting
 - Gradually introducing new routines
 - Working with schools and other settings
 - Preparing your child for next steps
-

If You Have Concerns

We encourage open communication.

If you have any concerns:

1. Speak to a member of staff
2. Contact the Provision Lead
3. If needed, speak to your child's school or commissioning body

We will always take concerns seriously and work with you to resolve them.

Useful Support and Information


You may find these helpful:

- Norfolk SEND Local Offer:
<https://www.norfolk.gov.uk/children-and-families/send-local-offer>
 - Suffolk SEND Local Offer:
<https://www.suffolk.gov.uk/children-families-and-learning/send>
 - SENDIASS (independent advice):
<https://www.kids.org.uk/sendiaass>
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Contact Us

We are always happy to help.

 Email: _____

 Phone: _____

At Woodland Pathways, we believe every child deserves the opportunity to feel safe, succeed, and be proud of who they are.

We look forward to working with you and your child.