

SEND Information Report: Woodbridge Park Education Service

Type of school: Specialist Provision

Specialist provision on site	<h3 style="text-align: center;">Woodbridge Park Education Service (WPES)</h3> <p>KS1 based at the Wood Lane Site- 24 Wood Lane Isleworth TW7 5ED Excluded from mainstream, referred via Hounslow’s Pupil Coordination Panel (PCP)/SEN Panel.</p> <p>KS2 based at “The Bridge” -which is on the site of Fairholme School, Peacock Avenue in Bedfont. TW14 8ET Excluded from mainstream, referred via Hounslow’s Pupil Coordination Panel (PCP)/SEN Panel, transfer from KS1</p> <p>KS3 based at Syon Park Site- on the Twickenham Road in Isleworth TW7 6AU. Excluded from mainstream, referred via Hounslow’s Pupil Coordination Panel (PCP)/SEN Panel, transfer from Cedars/KS2.</p> <p>KS4 based - c/o West Thames College, The Skills & Logistics Centre, Boundaries Road, Feltham, TW13 5DR Excluded from Mainstream, referred via Hounslow’s Pupil Coordination Panel (PCP)/SEN Panel, transfer from KS3.</p> <p>Continued Access to Education (CATE)-on the Twickenham Rd in Isleworth TW7 6AU This service caters for the needs of students (Key Stage 1 – 4) who are unable to attend school for a variety of reasons, including those with a medical condition or awaiting special school placement and is based at the KS3 site in Twickenham Road, Isleworth. Students are entitled to a minimum of 10 hours individual tuition per week</p> <p>The Hospital Teaching Service The Hospital Teaching Service operates at the Starlight Ward at West Middlesex University Hospital. The teachers provide education to children of school age while they are in-patients. Teaching takes place either at the bedside or in a designated teaching room attached to the ward. The Home Medical team will also tutor students at home.</p>
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<p>How do you apply</p>	<p>The Woodbridge Park Education Service educates students who have been referred via these main routes:</p> <ul style="list-style-type: none"> ○ Permanent exclusion from a mainstream school ○ A special tuition request ○ A managed move from a mainstream school ○ SEN Panel <p>Transfer from Cedars Primary School at Year 7 The Service consists of cross phase provision at KS1, 2, 3 & 4.</p> <p>CATE-Referral by Consultants letter, hospital or CAMHS</p> <p>Hospital Teaching Service-Starlight paediatric ward out patients' referral through admission on the ward.</p> <p>Home Medical team-Referral from a hospital consultant.</p>
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All Hounslow schools have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Hounslow Family Services Directory gives information , advice and guidance on SEND Reforms and what you need to know.

<http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/home.page>

WPES is a specialist provision for students whose presiding need is SEBD. Our transitional SEN policy can be found on: <http://webfronter.com/hounslow/wpes>

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SERVICE:

School Based Information	Staff at each site	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?</p>	<p>The Special Educational Needs Co-Ordinator (SENCO) in consultation with Senior Leadership Team (SLT) and Head of Centres (HOC)-At Each Site</p> <p>Strategic SENCO Angela Foster – 020 8583 2984/9</p> <p>Teachers/Tutors</p>	<p>Responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for students with special educational needs and/or disabilities (SEN) and developing the school's SEN Policy to make sure all students get a consistent, high quality response to meeting their needs in the service. • Working with SLT to ensure compliance with the duties under the Equality Act 2010. • Ensuring that you are: <ul style="list-style-type: none"> ○ involved in supporting your child's learning ○ kept informed about the support your child is getting ○ involved in reviewing how they are doing ○ part of planning ahead for them. • Liaising with the designated teacher for looked after children and all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the service's SEN register (a system for ensuring all the SEN needs of students in this service are known) and making sure that there are records of your child's progress and needs. • To provide specialist support for teachers and support staff in the service so they can help your child (and other students with SEN in the service) achieve the best possible progress in service. • Ensuring class teachers and pastoral staff are aware of the needs of individual students and to write Individual Education Plans (IEPs) • Advising teachers and pastoral staff of recommended strategies to support individual students with SEN • Organising training for staff so they aware and confident about how to meet the needs of your child and others within the service <p>Responsible for:</p>

	<p>Designated Teachers for Looked After Students</p> <p>Head of Centres</p>	<ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary. • Writing Individual Education Plans (IEPs) with the support of the SENCO, and sharing and reviewing these with parents once each term and planning for the next term. • Contributing to Annual Reviews, End of Term Reports and updating behaviour monitoring reports. • Ensuring that all members of staff working with your child in the service are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in the service are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the services' SEN Policy is followed in their classroom and for all the students they teach with any SEN • Providing specific feedback to your child on what they have achieved and how they can progress through regular marking and verbal feedback on your child's work and behaviour for learning. • Individual students' Risk Assessments to be written and updated with SENCO/SLT as needed. • Works closely with the SENCO to ensure that the implications of a student who is Looked After and having SEND are understood by all relevant service staff. • Work closely with the Virtual School Head, social workers, student, carers and where appropriate parents to ensure that effective and joined up processes for meeting the needs of SEND and Looked After students. • Responsible for: • The day to day management of all aspects of the service, this includes the support for children with SEN and/or disabilities. They will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
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	<p>Head of Service</p> <p>SEN Management Committee</p> <p>Learning Support Assistant (LSA) work with all our students and some may be allocated to individual pupils with SEN and or disabilities).</p>	<ul style="list-style-type: none"> • Ensuring that the Governing Body is kept up to date about any issues in the service relating to SEND. • To report to the Teaching and Learning Committee termly. • Responsible for; Operational SENCO <ul style="list-style-type: none"> • Responsible for: <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy and that this SEN Information Report is kept up to date and reviewed annually. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the service. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the service and being part of the process to ensure your child achieves his/her potential in school. • Attending termly meetings of the Teaching and Learning Committee • We have Learning Support Assistants (LSA) in the majority of lessons and also they may be allocated to a pupil with exceptional special educational needs and/or disabilities. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Unless they are a designated co tutor.
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B.HOW COULD MY CHILD GET HELP IN THE SERVICE

Children in Service will get support that is specific to their individual needs. This may be all provided by teacher/tutor or may involve:

- Other staff in school
- Staff who will visit the school from the Local Authority Central Service
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this service?	Tutor/Teacher input via good/outstanding targeted classroom teaching	<p>Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</p> <ul style="list-style-type: none"> • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. All children in the service should be getting this as a part of excellent classroom • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. Practice when needed. 	All children in the service will receive this.
	<p>Specific group work with in a smaller group of children sessions. This group may be;</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a member of staff who has had training to run these groups. <p>This is likely to be put in place where your child has been identified by the class teacher as needing some extra support in the service.</p>	<p>Staff including the SENCO will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and social development needs some extra support to help them make the best possible progress.</p> <ul style="list-style-type: none"> • The SENCO with staff may plan group or 1:1 sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) may run these small group or 1:1 sessions • You will be invited to a meeting with your child to discuss your child's needs and the provision being put in place to support those needs. There will be a wider discussion about your (and your child's) desired outcomes 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will have been identified by the class teacher as needing some extra support in school.</p> <p>Students with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.</p>

		(paragraph 6.39)	
		<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the service and yourself understand your child's particular needs better. The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set better targets which will include their specific expertise • A group run by service staff under the guidance of the outside professional e.g. a social skills group • A group or individual work with outside an professional • The service may suggest that your child needs some agreed individual support in the service. They will tell you how the support will be used and what strategies will be put in place. • You and your child will be regularly consulted and involved in their education. Through their tutor making regular and ongoing contact, meetings 3x end of term reviews/target setting and Annual reports for the ECHP. 	
	Where, despite the support provided by the School and external agencies, your child does	The service (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a	Children whose learning needs may require the Local Authority to

	<p>not make expected progress, a request for a statutory assessment may be made. This may generally be the case where Specified Individual support for your child of more than 20 hours in school is required.</p> <p>This support is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing support which cannot be provided from the budget available to the service.</p> <p>Usually your child will also need specialist support in school from a professional outside the service. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the Sensory Service (for students with a hearing or visual need) or Behaviour & Learning Advisory Teachers • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>legal process and you can find more detail about this in the Local Offer (available from Hounslow LA).</p> <ul style="list-style-type: none"> • After the service have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the service to continue with the support at School Action Plus. • After the reports have all been sent in the Local Authority will decide if it is necessary to for the provision to be formally set out in a Education Health and Care Plan. If this is the case they will write an Educational Health Plan (EHCP). If this is not the case, they will ask the service to continue with the support in accordance with the SEN Code of Practice 2015 and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The Educational Health Care Plan (EHCP) will outline your child’s needs and the provision which will be made to meet those needs. This may include the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child alongside the desired outcomes. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	<p>determine that a EHC Plan is necessary and to formalise the child’s needs, the provision to meet those needs and to secure the best possible outcomes across education, health and social care.</p>
<p>How will we support your child with identified special needs starting in the service?</p>	<ul style="list-style-type: none"> • We will first invite you and your child in for an interview which gathers as much information about your child and their individual needs and circumstances as possible • New students will spend time within our Induction programmes. This will allow us to carry out a range of assessments (basic literacy, numeracy, current working at levels, likes and dislikes) to establish at what level your child is working. There may also be input from an Educational Psychologist and or CAMHS to assist us in planning for your child’s entry to the service. 		

	<ul style="list-style-type: none"> • Through the Induction process all students are placed at School Action Plus of the SEN Code of Practice unless they are already on a higher stage and parental permission for an educational psychology assessment is sought. • We may suggest adaptations to the settling in period to help your child to settle more easily
How can I let the service know I am concerned about my child's progress in	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's tutor initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to (SENCO) or a member of SLT. • If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head of Service. • If you are still not happy you can speak to the school SEN Governor. • If you have concerns about the Service's approach or the SEN provision contact the Head teacher of your child's centre: • KS4 site via office - 020 8289 4684 – office@woodbridgepark.hounslow.sch.uk • KS3 site via office - 0208 583 4558 - office@woodbridgepark.hounslow.sch.uk • KS1/2 site via office- 0208 893 1376 - office@woodbridgepark.hounslow.sch.uk • CATE site via office – 020 8583 4567 - office@woodbridgepark.hounslow.sch.uk
How will the school let me know if they have any concerns about my child's learning in the service?	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs; the teacher will raise this with the SENCO. • We also have regular meetings with teachers and a senior staff member in the service to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. <p>If your child is then identified as not making progress the service will make a decision about whether to monitor this or set up an intervention group and will inform you. If your child is still not making expected progress the service will discuss with you;</p> <ul style="list-style-type: none"> • Any concerns you may have • Discuss with you any further interventions or referrals to outside professionals to support your child's learning • To discuss how we could work together, to support your child at home/in the service.
How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none"> • The services budget, received from Government, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the service governors, on the basis of needs in the service. • The Head Teacher, SLT and the SENCO discuss all the information they have about SEN in the service, including; <ul style="list-style-type: none"> • the children getting extra support already • the children needing extra support • the children who have been identified as not making as much progress as would be expected. • All resources/training and support are reviewed regularly and changes made as needed. • Where a child requires intensive support, the Service will make the necessary approaches to the Local Authority to access additional funding (top-up funding from the High Needs Block), facilities or equipment to support their needs.
Who are the other people providing services to children with SEN in this service?	<ul style="list-style-type: none"> • A. Directly funded by the service <ul style="list-style-type: none"> • Learning mentors • Learning Support Assistants • Speech and Language Therapy • Counselling from Hounslow Youth Counselling Service

		<ul style="list-style-type: none"> • Educational Psychology Service • Connexions PA • ASD specialist teacher and LSA • West Thames College • Literacy/Numeracy LSAs
	<ul style="list-style-type: none"> • B. Paid for centrally by the Local Authority but delivered in service 	<ul style="list-style-type: none"> • Speech and Language Therapy (provided by Health but paid for by the Local Authority for HI & statemented pupils as part of their need) • Parent Partnership PPP service –to support families through SEN process or with other issues linked to SEN • Targeted Youth Support (TYS) • Visions • Junior Youth Inclusion
	<ul style="list-style-type: none"> • C. Provided and paid for by the Health Service but delivered in service 	<ul style="list-style-type: none"> • School Nurse
	<ul style="list-style-type: none"> • D. Voluntary agencies 	<ul style="list-style-type: none"> • Jack Petchey Organisation
How are the adults in the service supported to work with children with an SEN and what training do they have?	<ul style="list-style-type: none"> • The SENCO's job is to support the teachers in planning for children with SEN. • The service has a Service development Plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole service training on SEN issues such as ASD, Dyslexia, Differentiation, Team Teach, Safeguarding etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the service's approach, to meet the needs of all our learners • The service also has working groups to up skill teachers & support staff on strategies with the Educational Psychologist, SENCO and CAMHS when needed. 	
How will the teaching be adapted for my child with learning needs (SEN)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted as needed to meet your child's learning and behavioural needs and to aim to increase your child's access to what is on offer. • Individualised curriculum programmes. 	
How will we measure the progress of your child in service?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her teachers, tutors and SLT. • His/her progress is reviewed formally every term and a National Curriculum level or GCSE/BTEC grade is given in each subject via the schools Data Harvest. As well as progress in other areas as appropriate; such as attendance, engagement in learning and behaviour. • If your child is not at level 1, your child will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called 'P levels'. • At the end of each Key Stage the service is required to report English, Maths and Science National Curriculum levels for your child. This is something 	

	<p>the government requires all schools to do and the results that are published nationally.</p> <ul style="list-style-type: none"> • All children will have an IEP which will be reviewed every term and the plan for the next term made. • The progress of children with a statement of SEN/ EHCP is formally reviewed at an Annual • Review with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work • and in any group and or 1:1 programmes that they take part in • A range of ways will be used to keep you informed, which may include; • Regular calls/texts/emails home • Letters, certificates sent home, reward system • Weekly reports with target sheets and End of Term reports • Additional meetings as required
<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child's tutor regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO, tutor or SLTs are available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • You are invited to an end of term review (x3 a year) where IEPs will be reviewed, Behaviour progress and End of Term Report reported and discussed with you and your child and any updates will be sent to you. • Parents events including Careers Afternoons, information Evenings • Homework will be adjusted as required to your child's individual needs • Newsletters/Questionnaires • Parenting classes • Termly parenting support classes at CATE run with the support of CAMHS and the Educational Psychologist • If your child is undergoing statutory assessment you will be supported by the Children's Services Team. They will ensure you fully understand the process •

<p>How have we made this service accessible to children with SEN? (Including after school clubs etc.)</p>	<ul style="list-style-type: none"> • Staffing/Resources • We will endeavour to make sure that equipment/resources used is accessible to all children regardless of their needs. • We provide study clubs after school at KS4 and CATE • Breakfast clubs • Teaching is in small groups with the majority of lessons with LSA support. • High staff supervision ratio at break/lunchtimes with organised activities • Key words and literacy resources are used across the school to support learning. • Consistency across classrooms- a common approach to enable students to settle easily whichever classroom they are in. • Timetables maybe adjusted where possible to accommodate accessibility. • Multi-disciplinary approach ongoing liaison with outside agencies e.g. CAMHS, Early Intervention Service, Education Welfare • Staff trained in the administration of medicines and first aid. • Individual student Risk Assessments that are updated as required. • Students are signposted for additional support to improve their emotional, mental and social development' this may include; mentoring, a Social Skills Programme, working with an Educational Psychologist and referrals to outside agencies. • Calming room and use of safe space • Reward and recognition systems • Restorative justice approaches • Outstanding Safeguarding and Pastoral Support systems, • Anti-bullying initiatives, clear systems for reporting and dealing with bullying, opportunities for students and parents to feedback on Bullying at End of Term Reviews and students views through the Pastoral System and School Council.. • Student voice through School Councils <p>Accommodation</p> <ul style="list-style-type: none"> • KS1, KS2, KS3 and CATE are single storey buildings with ramps and have disabled parking bays. • KS4 is a 3 storey building with no lifts. The ground floor has an entrance ramp and there is a disabled parking bay. • Hospital service accommodation in line with NHS guidelines <p>We would invite prospective parents in to see if the building is suitable for your child and to work on an accessibility plan.</p>
<p>How will we support your child when they are leaving this service? OR moving to another Year?</p>	<ul style="list-style-type: none"> • We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is a smooth as possible. <p>If your child is moving child to another school:</p> <ul style="list-style-type: none"> • We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. • If it has been agreed that your child is able to go into a mainstream setting. The Reintegration Co-ordinator liaises with the named school to organise and monitor a supported gradual reintegration programme. At the end of the agreed timescale, Woodbridge Park Education Service gradually withdraws support as students cope with the new placement. <p>When moving classes in the service:</p> <ul style="list-style-type: none"> • Information about your child will be shared with their new teachers in advance and in most cases a planning meeting will take place with the new teacher. All IEP will be shared with the new teacher and ensure all other records are passed on as soon as possible. <p>When moving cross phase e.g. From KS3 to KS4:</p>

- Staff will have a series of transition meetings to share information and to plan for the students. Including a SENCO transition meeting to share the needs of individual students with SEN.
- Staff may visit the student's current site so students will know some of the staff when they move up e.g., LSA's will work with the students at their current site.
- Students may start at their new site in the last few weeks of the summer term so they are ready for the September Term.

In Years 10 and 11

- Your child will meet with a Connexions worker to create a plan for their Post 16 education
- Students will have weekly Work Skills lessons in years 10 and 11 to prepare them for post 16 options and this also gives them the opportunity to gain an Entry Level Certificate Qualification.
- Your child's Work Skills Coordinator and Connexions PA will support your child in finding a new school/college.
- Depending on the level of the student's need, the student may be accompanied by a Learning Support Assistant to an interview to a college.
- The Work Skills coordinator will arrange visits to new colleges for your child in years 10 and 11.
- Some students attend West Thames College Skills Centre 1 day a week to follow a Vocational course. The students are supported by LSA's to promote engagement on the course.
- Record of Achievement celebration to mark the end of your child's Education at WPES.
- SENCO will liaise with a college to meet the SEN needs of student with a EHCP

Connexions PA:

- Will continue to track and monitor all young people once they have left WPES from the September to the following January the following year.
- The Connexions PA will update WPES at the end of October about the destinations of all the young people, and then again at the end of January.
- Will try to make contact with all the young people and ensuring that they are happy with their college placement. If they are not, or they didn't manage to maintain their placement then the Connexions will support them in looking for alternative provision e.g. helping them to apply to a training provider if colleges are full at this particular stage.

As part of any transition process if students are identified as being anxious about leaving a class or site then the 'Moving On' programme can be used with support from the EP.

Depending on students' needs an independent travel training programme can be used to support the student's transition to college.

Who can I contact for further information?	<p>Operational SENCO</p> <p>If you are not satisfied with the school's response to your concerns and you wish to make a complaint please contact:</p> <ul style="list-style-type: none"> • KS4 site via office - 020 8583 2984/9 office@woodbridgepark.hounslow.sch.uk • KS3 site via office - 020 8583 4558/9 office@woodbridgepark.hounslow.sch.uk • KS1/2 site via office- 020 8893 1376 office@woodbridgepark.hounslow.sch.uk <p>CATE site via office – 020 8583 4567 office@woodbridgepark.hounslow.sch.uk</p>
GLOSSARY OF TERMS	
WPES	Woodbridge Park Education Service
SENCO	Special Educational Needs Coordinator
IEP	Individual Education Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
EHCP	Education Health and Care Plan
SEN Code of Practice	The legal document that provides guidance to all schools on the their responsibilities towards children with SEN.
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
ASD	Autistic Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
SLT	Senior Leadership Team
EP	Educational Psychologist
KS	Key Stage
PA	Personal Advisor (Connexions)