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# Woodview School

## Provision and Interventions Information

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# Provision and Interventions

## Information

At Woodview School we provide an environment and learning structure that puts the child and their needs at the center of their education.

We are a specialist setting where all staff are continually trained in SEND, we have an integrated therapy approach led by our registered therapists. Learners progress against their individual starting point (academically, therapeutically and with regard to their mental health and wellbeing) is continually tracked and assessed by our staff, allowing us to respond quickly to progress or emerging needs.

Our staff work in collaboration with any external professionals who are or have worked with the student and all engage in a thorough programme of training and professional development every year, delivered by both internal and external experts.

All learners have EHCPs, our admissions team considers all of the needs and provisions listed on the plan, as well as the information contained in any professional reports provided to us. Our integrated provision within a specialist environment means the provision may be delivered differently to how it is written on an EHCP, particularly when the provision stated is to support a learner within a mainstream setting. Our learners benefit from a fully integrated specialist provision, where needs and progress are closely tracked by teachers and therapists and the programme of support adapted in line with their development. Learners receive holistic support by the multidisciplinary team in the following ways: universal (whole school), targeted (individualised, by trained staff) and specialist (individualised, by qualified specialists).

## General Summary and Academic Breakdown

Woodview School is a new mainstream styled specialist school supporting, eventually, approximately 100 students between the ages of 7 and 19 years. We cater for students with a variety of special educational needs including specific learning difficulties, ADHD, autism spectrum condition, social communication difficulties and other associated needs. A multidisciplinary team of staff ensures high expectations and an aspirational education for all in a low arousal, nurturing environment with therapies integrated into the daily curriculum.

Classes are taught by SEND experienced and/or qualified teachers with the support of a dedicated teaching assistant. Therapists also provide in-class therapeutic support in core lessons across the school. Classes are based on no more than 10 students. Compassionate teachers, many with subject specialisms, provide universal, targeted and specialist academic interventions in line with current best SEND practice and in response to each learner's needs. Dedicated intervention sessions across the school allow learners to be allocated a tailored support package.

At Woodview we deliver a broad and balanced curriculum which is based on the National Curriculum and is differentiated in line with students' needs. Across the school learners participate in a range of enrichment activities and options to further develop additional skills and interests. Learners work towards a portfolio of GCSE and equivalent qualifications that reflect their underlying cognitive ability. Each learner's individual educational

journey is closely monitored by the staff and SENDCO, and transitions to other educational environments and the world of work are fully supported.

Information technology is integral to the way in which the curriculum is delivered across all subjects, with technological adaptations and assistive technologies employed to support individual needs. All learners are provided with a chromebook for use in school and are explicitly taught the ICT skills to efficiently use this as their normal way of working.

Learners all have Individual Education Plans with specified Long-Term Outcomes and Steps Towards Outcomes in order for teachers and therapists to monitor student progress in communication and interaction, learning and cognition, social, emotional and mental health and physical and/or sensory needs.

The emotional wellbeing, sensory regulation and behaviour of students is supported throughout the day by the ones of Regulation, social thinking programmes as well positive behavioural support.

At Woodview School, there is a strong emphasis on pastoral care, wellbeing and life skills, with a particular focus on ensuring strong communication and collaboration between home, school, external professionals and the wider community. We provide a holistic education with equal emphasis on both personal and academic development. We support our learners to develop the skills and competencies to reach their full potential and achieve independence beyond our doors.

## Therapeutic Breakdown

Therapy is provided as an integrated part of the education at Woodview rather than as an additional service. All therapy provision comes with associated admin time attached and is led by registered therapists who are certified members of their professional bodies. All learners receive the universal provision. Targeted and specialist therapy provision is planned for each academic year by the therapy team, in conjunction with the teachers, and is based on information from professional reports, the EHCP, and therapeutic need as assessed by our therapy team. Learners progress and needs are continually tracked and assessed by our therapists and the programme adapted as required.

## Universal Therapy Provision

- Speech and Language Therapy

Weekly class support (as appropriate) by a qualified Speech and Language Therapist in core subjects to support study skills.

- Social Skills

Weekly Social Skills class group delivered by a qualified Speech and Language Therapist

- Occupational Therapy

Weekly class support (as appropriate) by a qualified Occupational Therapist in core subjects to support study skills

- Life Skills

Weekly Life Skills class group delivered by a qualified Occupational Therapist with communication skills advice support from the Speech and Language Therapist.

- Social, Emotional and Mental Health

Universal support by teachers and therapists integrated into all lessons, as well as specific sessions in Form Time, PSHE and Wellbeing days.

## Targeted and Specialist Interventions

Therapists provide individual, paired or small group therapy based on therapeutic needs. The following targeted therapies can be provided as per individual needs (as assessed by our school therapists). The length, style and number of blocks will be determined by the therapist based on the individual child's needs and their ongoing progress and development:

- Speech and Language Therapy

Blocks of weekly paired / individual or small group Speech and Language Therapy sessions. These sessions can work on specific speech, memory, language, social communication and social emotional and mental health needs

- Occupational Therapy

Blocks of weekly paired / individual, or small group Occupational Therapy sessions.

Weekly sensory circuits led by a therapy assistant. Reviewed by the Occupational Therapy and Physiotherapy team. These sessions can work on specific areas of sensory regulation, executive function, functional daily living skills, social emotional and mental health needs.

- Social, Emotional and Mental Health

Blocks of targeted sessions with staff trained and experienced in a range of therapies to support the SEMH