



Sherwood Park School

Sherwood Park Campus &
Sherwood Hill Campus

SEN INFORMATION REPORT

Report Name	SEN Information Report
Date of Issue	June 2025
DFE Guidance	Statutory
Description Content	Annual Report 2024-25
Reviewing Body	Reviewing body: FGB Responsibility for review: SLT
Assigned Reviewing Period	Annually
Date of Next Review	End of Summer '26

Version Number	Review Date	Amendment Details
1.1	15.09.22	2022 Report
2	10.6.25	2025 Updated the SENDCO name at the Hill. Amended the hyperlinks. (DM)

SHERWOOD PARK SCHOOL

SEN Information Report

CONTENTS:

Introduction	3
Our Leaders and Staff	3
Initial Assessment	3
Collaborative Working	4
Pupil Progress	4
Curriculum	5
Transdisciplinary working	5
Levels of Service Provision	6
Facilities	7
Complaints	7
The Local Offer	8
Contacting us	8

Introduction

This SEN Report is a new duty on schools under section 69 of The Children and Families Act 2014. It should be used in conjunction with the rest of the school's website. This information is part of the local offer. Information about other provision is available on the School website (<https://www.sherwoodpark.org.uk/>) and the Sutton Local Offer (<https://www.sutton.gov.uk/-/secondary-schools-sherwood-park-school-sherwood-hill-campus-primary-needs-of-pupils-are-pupils-1>) Sherwood Park School is an all age foundation special school, which consists of two campuses; Sherwood Park Campus in Wallington, which provides for pupils with profound and multiple learning disabilities and severe learning disabilities and Sherwood Hill Campus in Carshalton, which provides for pupils with autism and severe learning disabilities and / or significant social and emotional difficulties that effect their capacity to cope across daily activities. A key focus of our curriculum is to provide learning experiences that will develop the whole child / young person to be as independent as possible, gain skills and knowledge that will prepare them for adulthood and an enriching life. All of our children have an Education Health and Care Plan and often have a number of dedicated professionals working with them in order to support them to reach their potential - we are very proud of our trans-disciplinary approach and place great emphasis on supporting our pupils to feel safe, well and emotionally regulated in order that they can achieve their best. The school will have due regard to the Special Educational Needs Code of Practice in carrying out their duties towards all pupils. Sherwood Park School is a warm and friendly school, with high aspirations for our fantastic pupils.

Our Leaders and Staff

Our highly experienced and qualified staff includes specialist teachers, teaching assistants and therapists. Our leaders names and positions can be viewed on our website at: <https://www.sherwoodpark.org.uk/Meet-the-Staff/>

Initial Assessment

All pupils attending Sherwood Park School have an Education Health and Care Plan (EHCP) Having an EHCP is a key criteria for being offered a placement. The exception to this is a nursery aged child who is in the process of assessment but on the expectation that they will receive an EHCP at the end of this period.

Sherwood Park School will consider all applications for admission in accordance with national and local policies and will base its decisions solely on the criteria of eligibility, capacity and appropriateness in terms of existing cohort. Any placement at Sherwood Park School will be as a result of careful consideration of that child / young person's needs, how effectively those needs can be met in our school and whether they can be met without detriment to other pupils already at the school.

The Admissions lead for our school is Anna Richardson who is supported in the process of admission and induction by the SENCOs of each campus. The SENCO of Sherwood Park Campus is Lucyna Koczon and the SENCO of Sherwood Hill Campus is Meg Smith. Further details of our admission and induction policy are found in the admission policy within our website.

Collaborative Working

All staff at Sherwood Park School are supported to work within our **LEARN** framework which embodies our ethos to ensure best practice is achieved within our school every day:

Listening and responding to the child's/young person's voice
Enabling our learners to achieve best outcomes in preparation for adult life.
Accepting individual differences and celebrating neurodiversity
Respecting our children and young people in all areas of their life & learning
Nurturing the individual to develop autonomy and independence

LEARNING is everywhere at Sherwood Park School.

Listening to the pupils' voice is at the core of our ethos everyday as well as within our Annual Review process. We work collaboratively with families to gather important information about the learner through a range of communication systems including communication book, class dojo, emails, phone calls and meetings. The perspective of the family and learner are central to the meaningful learning of our pupils to ensure they are able to reach their full potential across settings.

At Sherwood Park School we follow a holistic therapy approach, where children/ young people and families are central to all decisions made in relation to assessment and intervention. Our aim is to collaborate with parents, school staff and outside agencies to enable the child to achieve highly individualised outcomes that are focused around leading full and happy lives, realising potential and becoming valued members of their community.

When children and young people start at our school we complete a holistic assessment to determine a baseline of each learner's abilities and barriers to learning. This begins with gaining a clear understanding of what the learner likes and enjoys; including the things that give feelings of comfort, happiness and contentment, as well as those things that provide freedom from stress, discomfort or pain. As part of this assessment we work hard to really **listen** to what our learners are communicating through their overall well-being, non-verbal, augmented & verbal communication, physical and sensory behaviour and ability to remain regulated. We understand and **accept** that the children and young people at our school learn differently to their neurotypical peers and that they have different motivations and learning styles/needs. This supports us to develop an individualised curriculum that **enables** them to learn best.

Pupil Progress

All parents/carers are invited to attend an annual review meeting where the EHCP or Statement of Special Education needs is reviewed by all those concerned with the pupil. Parents/carers of under 5's have six monthly reviews. The school also invites social workers, health professionals, respite services and EHCP coordinators to the Annual Reviews. During transition years future education providers such as local colleges are also invited to attend to ensure smooth transitions to their next education setting.

All pupils have termly targets which are linked to their EHCP targets. New pupils engage in an assessment term before they have termly targets set. All parents receive information about their pupils' progress from the transdisciplinary team at the end of each term. The school welcomes feedback from parents related to their progress in targets at home as well as school as part of the end of term review of targets.

Curriculum

Sherwood Park School prides itself on its individualised, trans-disciplinary approach to learning; with the child/ young person and their family at the heart of our practice. We are dedicated to using strengths based, relationship focused, developmentally appropriate, person-centred practices to support the learning and growth of our pupils. We aim to create a school culture and learning environment that facilitates the active engagement and participation of our learners, using motivating and meaningful activities that support the development of regulation, communication and life skills in preparation for adulthood. We believe that social-emotional development, built on strong relationships, is an essential foundation for the development of well-being, communication and learning.

Greater detail on the curriculums used to support our wide ranging cohort can be found on our website: <https://www.sherwoodpark.org.uk/Curriculum/>

Transdisciplinary working

Our therapy team works closely on-site with the teaching staff to enable a trans-disciplinary approach, providing joint assessments, reports and targets. This ensures that the people around the child share skills, use consistent approaches and effectively deliver the universal service described below.

The Sherwood Park therapy team provides therapy services based on the widely recognised three tier model (Gascoigne, 2006). This is provided alongside the school's core therapy offer, given that every child within the school requires access to therapy provision through their Education and Health Care Plan(EHCP) to varying degrees throughout their educational lives. This model is delivered within the context of a transdisciplinary approach and is described below.

Levels of Service Provision



Specialist Provision
Intervention delivered directly by a therapist.
Targeted Provision
Provision delivered by key members of school staff or parents who are specifically trained in the technique(s) by a therapist or therapy assistant.
Universal Provision
Provision delivered by all school staff and parents and supported at a universal level by the therapy team.
Core Offer
Core therapy services that are available to all children in the school to support statutory processes.

As a school we seek to work collaboratively with external agencies including CAMHS, social care and respite provisions.

Facilities

Sherwood Hill and Sherwood Park Campus' have a range of specialist rooms which are specifically designed to meet the needs of the pupils at each campus. Sherwood Hill Campus has a:

- ❖ Sensory gym - with suspended equipment and crash pit for group learning
- ❖ Sensory room
- ❖ Soft Play - with suspended equipment
- ❖ Regulation room - with suspended equipment
- ❖ Library
- ❖ Life skills room - for cooking
- ❖ Lift and hygiene room with changing bed to support access
- ❖ Hydrotherapy pool

Sherwood Park has:

- ❖ Sam's space
- ❖ Soft play
- ❖ Therapy gym
- ❖ Dark room
- ❖ Jacuzzi
- ❖ Computer room
- ❖ Library

Complaints

The majority of issues raised by parents, the community or pupils, are concerns rather than complaints. Sherwood Park School is committed to taking concerns seriously, at the earliest possible stage. Depending on the nature of the complaint, you may wish or be asked to follow the school's formal complaints procedure.

The prime aim of our policy is to resolve the complaint as fairly and speedily as possible. Formal complaints will be dealt with in a sensitive, impartial and confidential manner. Malicious complaints may incur appropriate action by the school.

Please click on the link below to read our Complaints Policy, which outlines the stages that can be used to resolve issues.

https://www.sherwoodpark.org.uk/docs/policies/complaints_page/Complaints_About_the_School_Policy_.pdf

The Local Offer

We offer placements to Sutton Local Authority and are included on its Local Offer as a providers of Special Education Needs. We have pupils who also attend the school from outside of the London Borough of Sutton including; Merton, Croydon, Kingston and Surrey.

<https://www.sutton.gov.uk/-/secondary-schools-sherwood-park-school-sherwood-hill-campus-primary-needs-of-pupils-are-pupils-1>

Contacting us

Address: Sherwood Park School

Sherwood Park Campus, Streeters Lane, Sutton, SM6 7NP

Tel: +44 (0)20 8773 9930

Sherwood Hill Campus, Stanley Park Road, Sutton, SM5 3HW

Tel: +44 (0)20 8669 7832

General Enquiries: office@sherwoodpark.org.uk

Admissions Enquiries: admissions@sherwoodpark.org.uk