



Willow Park School

SEN Information Report

2025-2026

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Areas of special need catered for at Willow Park

Willow Park is a specialist setting for children with a primary need of Social, Emotional and Mental Health Needs. We also provide support for pupils across the other three areas of need, in line with the SEND Code of Practice. These areas are:

- Communication and Interaction
- Cognition and Learning
- Sensory and Physical Needs.

The SENCO at Willow Park is Gemma Sale who can be contacted:

by telephone: 0114 2796850

or by email: g.sale@willowpark.teameducation.org

Identification and assessment of pupils with Special Educational Needs

Willow Park School has 100 places available, and all pupils have an Education Health Care Plan (EHCP) upon admission.

The EHCP is reviewed as part of the Annual Review process. Parents and carers are invited to attend a review meeting every year.

Every child has an Extended Support Plan which links to their EHCP. This sets yearly outcomes for pupils to work towards. Parents and carers are invited to review this in school as part of our parents' evening and Annual Review process.

Tracking progress

We track pupils' academic progress using Birmingham Toolkit and SOLAR. Pupils' SEMH progress is tracked using Motional.

Information from these systems is used to inform and set pupil outcomes on the Extended Support Plans. The Extended Support Plan is also informed by a preparation for adulthood discussion that takes place with every child.

Formative assessments are used to help guide the learning process and summative assessments evaluate the overall effectiveness of the learning process.

Attendance and behaviour data is carefully monitored.

What is our approach to teaching young people with SEND at Willow Park?

We aim to support all our students to develop a greater understanding and acceptance of themselves as positive individuals with a value that goes beyond school. With a nurturing environment and positive relational practice at our core, we will create a safe space where children feel part of the 'family', a space where they feel cared for and can be accepted for who they are. We will be relentless in our pursuit of ensuring our children achieve their maximum potential.

How is the curriculum and learning environment adapted to meet the needs of pupils at Willow Park?

At Willow Park, we have:

- Three phases of school, organised by key stage (2,3 and 4).
- Class sizes of up to 8 pupils.
- A teacher and teaching assistant in every class. The class teacher is responsible and accountable for the progress and development of all the children in their class.
- Support from the Pastoral Team in each phase of school.
- Access to a broad and balanced curriculum delivered through quality first teaching, with appropriate differentiation. Lessons are carefully planned to meet the needs of the pupils.
- Adapted teaching which uses clear, simple language, breaks down instructions into chunks, provides plenty of processing time and checks for understanding.
- Access to resources and specialist equipment that supports pupils to engage with their learning.
- Personalised provision through access to specific resources.
- Personalised provision through access to a three-wave model of intervention.
- Classroom audits are conducted at key points throughout the year to ensure that the learning environment considers the needs of pupils.

How do we evaluate the effectiveness of our provision?

Evaluation is done via:

- Observations and learning walks.
- Daily pupil review meetings within each phase.
- Birmingham Toolkit and SOLAR measure small steps of academic progress made by all children. Adaptations are made as a result of this data.
- Motional assesses the social, emotional and mental development of pupil and informs the approaches, resources and strategies used by pupils.
- We continue to work with other professionals, including Educational Psychology Services, Occupational Therapists, Speech and Language Service and Sheffield Autism and Social Communication Team to help us evaluate and develop our provision.
- Discussions with parents and carers during Extended Support Plan and Annual Review meetings.
- SEN information report published on the school website.

How do we support the social, emotional and mental health of the pupils at our school?

The social, emotional and mental health of our pupils is supported by a combination of the following, tailored to the individual needs of the pupil:

- Our staff team are trauma aware, and we have a relational and nurturing approach. We firmly believe that positive relationships between staff and pupils are key to supporting our pupils.
- We have a strong commitment to safeguarding and working closely with outside agencies.
- Willow Park upholds a robust and consistently applied anti-bullying policy. All staff members actively address any form of bullying, ensuring that incidents are met with appropriate support and

intervention. The school's values, which include respect, acceptance, tolerance and kindness are regularly reinforced through lessons and in interactions tailored to individual needs.

- Incidences of bullying and other linked behaviours are closely monitored using Behaviour Watch.
- We are proud to champion the safeguarding and wellbeing of every child, embracing diverse ways of thinking, learning, and being. Willow Park fosters independence, encourages personal and moral responsibility, and supports the development of resilience in learning, recognising and valuing each child's unique strengths and experiences.
- Social and emotional progress is monitored through termly Motional assessments and learning plans.
- Restorative conversations are a key part of our practice.
- A Pastoral Team member is available to offer support in each phase of school.
- Access to calming rooms in each phase.
- Access to the movement room in our Rivelin phase of school.
- External agencies including an Emotional and Behavioural Psychologist and counsellor visit school on a weekly basis.
- PSHE lessons that consider current safeguarding concerns in school are planned and delivered as needed.
- Interventions and programmes linked to individual emotional and/or mental health needs, such as bereavement.
- Access to the Adventure Expedition or SUFC in the Community interventions for some pupils in Year 7-9, helping to build resilience, self-esteem and perseverance.
- Approaches to develop emotional literacy such as The Zones of Regulation.
- Celebration days and assemblies.
- School council with an ongoing focus on how we can improve the way we gather pupil voice.
- Solution-focused support, including Solution Circles, Team Around the Child and Multi-Disciplinary Team meetings.

How are staff trained in supporting children with Special Educational Needs?

Staff are trained in many techniques, both using in house expertise or by external professionals.

- Specialised expertise is sought and shared with staff. This includes support from the Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy.
- High quality staff training delivered by a range of professionals that links closely to the needs of our cohort of children. This includes, trauma, attachment theory in the classroom, autism, supporting communication.
- Key members of the Pastoral Team are Team Teach tutors.
- SENCO has the national award for SEN qualification.
- SENCO delivers the Autism Education Trust's Making Sense of Autism training to new staff throughout the year.
- We have a qualified assessor in house who can undertake diagnostic testing that can help identify and pinpoint individual needs and informs differentiation for all class teachers.

How do we secure equipment and facilities to support pupils at our school?

Equipment and facilities that support us to meet the needs of our pupils have been secured through:

- Sheffield Local Authority SENDSARS
- Sheffield Local Offer
- Support Services
- Charitable donations and grants
- Volunteers

How do we consult parents and carers and involve them in their child's education?

For all pupils we consult parents and carers by:

- Annual Review meetings
- Parents' Evening – where the child's Extended Support Plan will be reviewed and discussed.
- Weekly phone calls home

In addition, for Children Looked After

- Three PEP meetings and two Child Looked After review meetings also take place throughout the year.

How do we involve children in their education?

It is important that pupils are involved in their education and at Willow Park we highly value pupil voice; it helps engage and empower pupils, builds a sense of community, improves relationships and supports school improvement.

We achieve this by:

- Pupil voice gathered as part of the Extended Support Plan reviews
- Annual reviews
- School council meetings
- Personal interviews, including with a careers advisor in Y11
- Restorative conversations
- Emotional check-ins
- Daily reflection time

Involving other bodies

Willow Park involves other bodies including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's needs and supporting their families by:

- Sharing of meeting dates, visits and reports with relevant professionals.
- Regular meetings with Inclusion and Attendance, Educational Psychology, Speech and Language Therapy Service, Virtual School.
- Attendance at meetings organised by other professionals, where possible, including social care, CAMHS.
- Attendance of relevant external professionals at MDT meetings, which form part of our solution-focused graduated approach.
- Ensuring that pupils who require access arrangements for public examinations receive the appropriate support, in line with JCQ and Standards and Testing Agency regulations. The SENCO oversees the Access Arrangements process.

How do we support children transitioning to and from our school?

Willow Park supports pupils transitioning to us by:

- Liaison with the local authority with regards to allocated places.
- Meetings with schools prior to admissions.
- Meetings with other relevant professionals.
- Discussions with parents/carers and pupils.
- Introductory visits to the school.
- Individualised transition plans created.
- Transition visits after school and during school time.
- Ongoing preparation for adulthood discussions as part of the Annual Review and Extended Support Plan process for all pupils.
- Support to visit post-16 settings.
- Meeting with a careers advisor and the creation of an Individual Development Plan to be shared with pupil and parent/carer.
- Support to select and apply for an appropriate post-16 course.
- Other individual arrangements may be made according to the individual needs and circumstance of the transition. We always aim to work closely with all stakeholders in the transition process.

How do we support children who are looked after?

- The SENCO is also the Designated Teacher for Children Looked After (Gemma Sale).
- They work closely with the Virtual School Team, Social Care and other professionals to ensure that effective systems are in place to support these children and that additional support, advice and funding is accessed when necessary.
- All Children Looked After have a statutory care plan which is drawn up and reviewed by the Local Authority. They also have a Personal Education Plan which is a statutory requirement for children looked after in educational provision.
- The Designated Teacher monitors each child's progress and ensure they have the support they require in school by:
 - gathering the child's voice
 - completing their PEP to a high standard
 - attending all relevant meetings
 - regularly liaising with other professionals to ensure the best outcomes for the child

What are the contact details of support services for parents of pupils with special educational needs, including those arrangements made in accordance to the SEND Code of Practice?

[Family Intervention Service | Sheffield \(sheffielddirectory.org.uk\)](http://sheffielddirectory.org.uk)

[Child and Adolescent Mental Health Service \(CAMHS\) - Sheffield Children's NHS Foundation Trust \(sheffieldchildrens.nhs.uk\)](#)

[Maps - Sheffield Children's NHS Foundation Trust](#)

[Family Hubs | Sheffield City Council](#)

[Home - Sheffield Children's NHS Foundation Trust \(sheffieldchildrens.nhs.uk\)](#)

Please also see our school website as updated or further information from support services may be shared over the course of the academic year [Willow Park School - Home](#)

Arrangements for handling complaints about the provision made in school

Please see the complaints procedure, which is published on the school website www.willowpark.sheffield.sch.uk or contact the Interim Headteacher, Jake Bower on 0114 2796850 who will be happy to speak to you.

Further information

The Local Authority's Local Offer and further information and contact details of support services that may be useful, including arrangements made in accordance to the SEND Code of Practice.

- [LocalOffer | Sheffield \(sheffielddirectory.org.uk\)](#)
- [Sheffield SENDIAS Sheffield SENDIAS - Special educational needs and disability advice and support](#)
- Please also see the SEN Useful Links section of our school website [Willow Park School - SEN useful links](#)