



Respect, Belonging, Trust, Resilience, Aspiration

How does Applebee Wood

School support children with special educational needs or disabilities?

Governors and staff of Applebee

Wood

School aim to provide equal opportunities for all through:

- A culture grounded in respect, tolerance, and understanding, promoting learners' self-discipline, independence, and readiness for adult life.
- A safe, supportive, and nurturing school environment that extends into the wider community, where everyone is valued as both educators and partners in continuous improvement.
- Broad access to the National Curriculum and extended provision, tailored to meet individual needs and enable every pupil to achieve their full potential.
- A strong commitment to recognising and celebrating achievement and positive outcomes for all.

Our ethos is underpinned by our desire to:

- Foster a supportive culture of lifelong learning for both staff and learners;
- Promote learners' intellectual, physical, social, aesthetic, spiritual, and moral development;
- Encourage the development of strong communication skills and independence;
- Equip learners with the skills and confidence to take control of their own lives;
- Support and motivate learners to become valued employers, employees, and active members of their communities, while upholding British values;
- Encourage healthy lifestyles and a strong sense of self-worth;
- Nurture curious, creative, and enquiring minds;
- Ensure that high-quality, inspirational teaching results in engaging, enjoyable, and meaningful learning experiences;
- Uphold high expectations for every learner, recognising and developing individual strengths and talents;
- Engage learners in purposeful, work-related learning that builds ambition, enterprise skills, and leads to the best possible post-school outcomes;
- Applebee Wood School converted to Academy status and joined the Sea View Trust in September 2025. We provide education for children and young people aged 4-16 with a wide range of special educational needs ranging from moderate learning difficulties to profound and multiple learning difficulties, including severe and complex learning difficulties. Throughout the school we provide for learners with additional needs arising from physical disabilities, sensory impairments and specific conditions including Autistic Spectrum Condition. As a newly registered school there is no Ofsted report currently for Applebee Wood School.

How do we ensure that children who need extra help are identified early? What should a parent do if they think their child may have special educational needs?

- All learners attending Applebee Wood School have an Education, Health and Care Plan (EHCP). Upon entry, each learner completes baseline assessments across the curriculum, along with cognitive, behavioural, and physical evaluations, taking into account any relevant health advice. An Individual Key Skills Care Plan is then

developed for every learner, identifying their strengths and key priorities for development. EHCPs are reviewed annually; however, if you feel your child's needs have changed at any point, please contact the class teacher, who will be happy to arrange a meeting to discuss an updated action plan and how best to support your child.

- Learner progress is monitored each term against individual end-of-key-stage targets. If a learner is not on track to meet these targets, the class teacher, form tutor, or subject lead will implement tailored interventions to help them get back on course. To ensure high aspirations are maintained, if a learner achieves their target before the end of the key stage, their targets are automatically adjusted to provide further challenge and continued progress.

Who will explain my child's needs and progress to me? What opportunities will there be for me to discuss my child's progress?

- The class teacher or form tutor, alongside Additional Needs Teaching Assistants, meet with parents and carers during Parental Consultation Evenings held in the Autumn and Spring terms. For all learners new to the school, a target-setting meeting is also arranged, during which baseline assessment outcomes are shared. In addition, every learner takes part in an Annual Review involving the class teacher or form tutor and a member of the Leadership or Senior Management Team. Staff also use 'Class Dojo', a secure and user-friendly communication platform, to share information about learners' needs and progress.
- The school also benefits from support from a Speech and Language Therapist employed by the Trust. Parents who wish to discuss their child's needs with these professionals can contact them directly or request that the class or form teacher facilitates communication. Health professionals also contribute advice as part of the Annual Review process.

How will school support my child? How are the school resources allocated and matched to the individual child's needs? How is the decision made about the type and level of support my child needs? How does the school judge whether support has had an impact?

- The support provided by the school is guided by each learner's individual needs as outlined in their EHCP. In most cases, the class teacher or form tutor can respond to queries regarding support; where this is not possible, they will refer you to a senior member of staff. Each learner is allocated a funding band by the local authority, and the school uses this to ensure appropriate provision is in place to meet their specific needs. Provision maps are used to match different types of need and are tailored to each individual learner.
- The school has a Designated Teacher for Children Looked After, who works closely with the class teacher to complete the Personal Education Plan (PEP), ensuring that funding allocated for these learners directly supports their education.
- We place a strong emphasis on promoting independence and therefore provide one-to-one support only where a learner's behavioural, physical, or medical needs require it. However, most learners will access one-to-one support at certain points during the school day.

- Teaching and learning are regularly monitored to maintain high standards, and staff receive extensive training in specialist approaches. Key Skills and Care Plans are reviewed and updated on a termly basis.
- Learner progress is tracked termly across curriculum subjects and weekly through Small Steps to Success (SS2S), alongside monitoring in other areas such as behaviour. This ensures a holistic understanding of each learner's development and the effectiveness of the support in place. As needs change, it may be necessary to review funding bands and adjust levels of support, which is managed through the Annual Review process.
- All classroom staff contribute to the holistic development of learners. Teachers and Higher Level Teaching Assistants (HLTAs) lead lessons and activities; ANTA3 staff support assessment and planning; ANTA2 staff provide targeted support and ANTA1 staff offer support throughout the day, with a greater focus on care needs.

How are the Governors involved and what are their responsibilities?

We are part of The Sea View Trust and the Board of Trustees holds the school staff and the Local Governing Body to account. Our Governors have three key roles:

- **Our Governors provide strategic leadership and direction for the school.** They establish the school's vision and determine the framework through which its aims and objectives will be achieved. Governors review and approve policies, set priorities for school improvement, and, through the annual Governors' Summer Conference, identify key priorities for inclusion in the School Improvement Plan (SIP). While they receive information, reports and professional advice from the Headteacher on all aspects of school life, Governors make independent and informed decisions. They also oversee the school's finances, ensuring that expenditure is aligned with the priorities and objectives outlined in the SIP.
- **Our Governors serve as critical friends to the school.** In this role, they provide support, constructive challenge and informed guidance, acting as a valuable sounding board for ideas and proposals. Governors offer a second perspective, help to refine plans and provide assistance where appropriate. They also challenge assumptions, ask probing questions, seek clarification and consider alternative approaches to ensure that decisions are well informed and in the best interests of learners, staff and the wider school community.

How do teachers match the curriculum to an individual child's needs?

Learners at Applebee

Wood are treated as individuals and the curriculum is carefully balanced to meet the needs of the whole child.

Learners follow a formal curriculum pathway appropriate to their Key Stage and individual needs. At Key Stage 4, learners work towards recognised qualifications, including Functional Skills, Duke of Edinburgh Bronze and Silver Awards and, where appropriate, GCSEs. The delivery of the formal curriculum is tailored to the age, abilities and learning needs of each group, ensuring that all learners are supported to achieve their full potential.

Learners also follow a developmental curriculum designed to support progress in key areas of learning and development. Individualised small-step targets are set based on each learner's current level of attainment, ensuring that progress is achievable, meaningful and appropriately paced. Progress within the developmental curriculum is monitored through Small Steps Recording Sheets and the Small Steps to Success (SS2S) framework. Detailed information about each learner's personalised targets can be found in the **Key Skills** section of their **Key Skills and Care Plan (KS/CP)**, which outlines the specific skills and outcomes being developed.

The additional curriculum complements both the formal and developmental curricula, ensuring that learners' holistic needs are fully met. This curriculum encompasses a range of therapeutic interventions, specialist teaching approaches and tailored resources designed to support each learner's individual needs. By providing additional support that promotes communication, independence, wellbeing and engagement, the additional curriculum helps learners to access learning effectively and achieve the best possible outcomes.

The Care section of the Key Skills

Care Plan details the support required for the individual child.

How will school help me to support my child's learning?

- During Parents Evenings, class teachers and form tutors are available to offer guidance and practical suggestions on how parents can support their child's learning at home. At the Annual Review, parents and carers have the opportunity to discuss their child's progress in detail, including the targets that have been set, the strategies used in school to support learning and development, and any therapeutic interventions that are in place in order to make progress towards learner's EHCP's. Advice will also be provided on how these approaches can be reinforced consistently at home. In addition, the Class Dojo app provides an effective means of ongoing communication, enabling parents and carers to ask questions, share information and discuss any concerns with school staff.
- In addition, our Pastoral Manager provides ongoing support for our parents/carers including signposting to other agencies and supporting parents/carers at meetings.

How does my school measure my child's progress?

- Children's progress is assessed against **age-related expectations** and **Pre-Key Stage Standards**. However, we recognise that many of our learners begin their educational journey with starting points that differ significantly from those of their mainstream peers. For this reason, we place a strong emphasis on measuring progress from each child's individual starting point, ensuring that achievements and development are recognised and celebrated.
- As a school, we set ambitious yet realistic targets, informed by national and local expectations for learners with similar needs and abilities. Progress is carefully monitored through **termly tracking**, enabling us to identify whether learners are on course to achieve their expected outcomes. Where a child is not making the anticipated progress towards their interim targets, appropriate support and targeted interventions are implemented to help them overcome barriers to learning and achieve their full potential.

- Applebee Wood School contributes to the North West Specialist Curriculum, Assessment & Pedagogy Group 2015 (previously known as North West Specialist Assessment Group) that was founded by Tor View School and Strategic Partners from Red Marsh Specialist School. This is a group of over 30 largely NW based special schools who work together to benchmark progress.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being. How does the school manage the administration of medicines and personal care?

Our ethos is inclusive, and we are committed to ensuring that every member of our school community feels valued, respected and supported. We strive to create a welcoming environment where everyone has the opportunity to participate, achieve and thrive. Through strong relationships, personalised support and a culture of belonging, we work together to ensure that all learners, families, staff and stakeholders feel included and empowered within our school community.

Pastoral, medical and social support are integral to the role of the class teacher or form tutor. Our small class sizes, typically fewer than 12 learners, enable staff to develop strong, positive relationships with children and their families, ensuring that each learner is well known and supported as an individual. This personalised approach helps us to respond effectively to learners' wellbeing, health and social needs. Where additional support is required, the school works closely with a range of external agencies, including Health Services and Social Care, to ensure that appropriate advice, intervention and support are available for learners and their families

The school has a clear policy for the administration and management of medicines on site. We are committed to supporting learners to attend school regularly and, wherever possible, every effort is made to enable children to remain in school unless they are unwell or have a communicable illness.

Parents and carers must inform school staff if their child requires medication during the school day, or during the evening if they are taking part in a residential visit. All medicines are administered in accordance with the school's procedures, and staff receive appropriate training to administer and witness the administration of medication safely and effectively. This ensures that learners' medical needs are met while maintaining a safe and supportive learning environment.

The school supports all aspects of personal care and hygiene and has an Intimate Care policy. Many older learners may have showering programmes. All care is managed through the care section of the KS/CP.

We maintain strong communication with our transport providers, who work closely with the school and families, sharing any concerns or important information to help ensure learners' wellbeing and safety. For parents and carers who provide their own transport to and from school, a member of staff is available at reception to answer questions and offer support at the start and end of the school day.

Our breakfast club helps learners begin the day positively, ensuring they are settled, nourished and ready to learn. We actively promote healthy lifestyles through our Healthy School practices, which encourage learners to make informed choices about their physical and

emotional wellbeing. These principles are reinforced through a comprehensive PSHE curriculum, alongside personalised support for personal care, independence and life skills, helping each child to develop confidence and achieve greater independence.

Our experienced and well-established staff team provides a high level of support for learners' social, emotional and behavioural needs. Where required, trained ANTA staff are deployed to work with individual learners or groups of learners who may be experiencing difficulties in these areas. This targeted support helps learners to develop positive relationships, build emotional resilience, regulate their behaviour and engage successfully in school life and learning.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- The school promotes a positive and supportive approach to behaviour, with clear expectations, rewards and consequences that are shared and understood by staff, learners, parents and carers. Our Conduct Policy and Care and Control Policy are designed to help learners develop self-awareness, self-regulation and positive behaviour strategies, enabling them to engage successfully in school life.
- For a small number of learners who require additional support, a Conduct Support Plan (CSP) may be developed. These personalised plans outline the proactive strategies, interventions and agreed responses that staff will use to ensure the safety and wellbeing of the individual learner, others within the school community and the school environment. All CSPs are created in partnership with parents and carers, are shared and agreed prior to implementation, and are reviewed regularly to ensure they continue to meet the learner's needs effectively.
- Attendance is monitored closely by the class teacher or form tutor, and a member of senior management and forms an important part of each learner's overall progress and wellbeing. All absences and instances of lateness are recorded, and the school follows up any unexplained absence through telephone calls and/or messages sent via Class Dojo to ensure learners are safe and supported.
- Attendance concerns are reviewed regularly by the Senior Management Team (SMT), and where patterns of low attendance are identified, appropriate support and action plans are developed in partnership with families to promote improved attendance and engagement.
- In line with national guidance, parents and carers should be aware that the school is unable to authorise requests for term-time absence except in exceptional circumstances where there are clear and compelling reasons. We encourage families to arrange holidays and other non-essential appointments outside of term time wherever possible to minimise disruption to learning.
- The school is committed to supporting all learners to succeed and makes every effort to avoid the need for exclusion. Our Conduct Management Policy promotes positive behaviour and outlines a range of supportive strategies and sanctions, including, where necessary, internal or external exclusion. Such measures are only considered for pupils who have the cognitive understanding to recognise the relationship between their actions and the resulting consequences.
- Parents and carers are kept fully informed of any significant conduct incidents involving their child and are made aware of the reasons for any actions taken by the school. Following a serious incident, parents and carers will be invited to attend a meeting with their child and relevant staff. These meetings provide an opportunity for the learner to reflect on their behaviour, understand the impact of their actions on others and consider alternative choices and strategies for the future. Through this restorative

approach, we aim to support pupils in developing responsibility, self-awareness and positive decision-making skills.

How will my child contribute their views?

Children and young people's voices play a vital role in informing decision-making and school improvement. We are committed to ensuring that learners are listened to, respected and actively involved in shaping their educational experience. Our School Council includes representatives from across the age range and provides pupils with opportunities to share their views, contribute to initiatives and influence developments within the school. In addition, the school participates in Sea View Trust Learner Voice Conferences, where pupils represent the views and experiences of learners at Applebee Wood and contribute to wider discussions across the Trust.

We also recognise the importance of involving learners in planning for their future. Each pupil is encouraged to contribute to their Annual Review, either by attending all or part of the meeting, or by completing a pupil advice form to share their aspirations, achievements, views and preferences. This ensures that learners remain at the centre of discussions and decisions about their education, support and future goals.

What specialist services are available or accessed by the school?

Health professionals supporting the school include:

- School Nurse
- Physiotherapist and Physiotherapy Assistant
- Occupational Therapist
- Speech and Language Therapist and Assistant

Specialist School Staff

- Specific Learning Difficulties (including Dyslexia)
- Speech, Language and Communication
- Vision Impairment
- Physical needs including Moving and Handling
- Speech and Language Therapist

A range of staff also access National Professional Qualifications (NPQs) and hold NPQH, NPQSL, NPQML, NASENCO and others are working towards NPQSENCO.

Applebee Wood School has also achieved the Leading Parent Partnership Award (LPPA) and the Wellbeing Award for Schools (WAS). Applebee Wood School is also a Centre of Excellence for Inclusion through the Inclusion Quality Mark.

Specialist Facilities Accessed

In order to provide a broad and balanced curriculum and offer a wide study support programme school accesses a range of specialist provision:

- Off site provision for Key Stage 4 learners including Creative Works Preston, Preston North End Media and Football, PVC and Petite Education.
- The Anderton Centre, Hathersall Lodge, Bendrigg and PGL.
- Local gym centres and leisure centres
- Bamber Bridge Swimming Baths

- Local colleges including Preston College, Myerscough, Cardinal Newman

What training have the staff supporting children with special educational needs, had or currently having?

Most ANTAs are trained in

- Autism
- Team Teach
- Moving and Handling
- Personal care
- Picture Exchange Communication System (PECS)
- Makaton
- Delivery of speech and language programmes
- Specialist IT
- Basic First Aid

Most teachers are trained in

- Autism
- Team Teach
- Derbyshire Language Scheme (DLS) and joint target setting with speech and language therapists (SALT)
- Curriculum Planning
- Total Communication and Alternative and Augmentative Communication (AAC)
- Pedagogy for children and young people with Severe Learning Difficulties (SLD)
- Pedagogy for children and young people with Profound and Multiple Learning Difficulties (PMLD)
- Basic First Aid

How will my child be included in activities outside the classroom including day and residential trips?

- As a school, we place a strong emphasis on educational visits and residential experiences, recognising the valuable contribution they make to learners' learning, personal development and wellbeing. These opportunities are supported by a broad and varied programme of enrichment activities that complement our formal, developmental and therapeutic curricula, helping learners to apply their skills in real-life contexts and develop greater confidence and independence.
- We are committed to ensuring that all learners can access and benefit from these experiences. Appropriate adjustments and reasonable adaptations are made wherever possible to support participation and inclusion. All visits and activities are subject to thorough risk assessments to ensure that learners can take part safely and successfully. In the rare event that health and safety considerations cannot be adequately mitigated, alternative educational visits or residential opportunities will be identified and provided to ensure that the experience remains accessible and appropriate to the individual needs of the learner.

How accessible is the school environment?

The school is all on one level, however when we move into our New Build in January 2027, there will be a lift to the first floor.

How will school prepare and support my child when joining the school or transferring to another School or College?

All prospective parents and carers are invited to attend a Without Prejudicial Visit (WPV) to the school. This provides an opportunity to tour the school, meet key staff and discuss their child's individual strengths, needs and aspirations. Where a child is currently attending another educational setting, we will, where practicable, visit them in their existing environment to gain a better understanding of their needs and to support a smooth transition. Where appropriate, we provide new learners to school with transition packs including a social story and a photo of their classroom and key staff.

During the first term of a child joining the school, parents and carers are invited to attend a Target Setting Review Meeting, where initial priorities and individual targets are agreed collaboratively. We recognise that some learners benefit from a phased transition into life at Applebee Wood and, as such, transition arrangements are carefully planned and tailored to meet each child's specific needs. This personalised approach helps to ensure that learners feel safe, settled and ready to engage in their learning from the outset.

As an all-age school, learners may attend Applebee Wood across several key stages. We are committed to supporting each child or young person to grow in independence as they progress through the school. Transitions between key stages are supported through parent meetings and taster sessions.

All learners are also supported in their transition to their next educational setting, with appropriate visits and taster days. The Sea View Trust Careers Lead plays an integral role in supporting learners by providing careers advice and guidance throughout the college admissions process.

How are parents involved in school life?

Applebee

Wood has achieved the Leading Parent Partnership Award. We are keen to engage with all our parents and carers and to work in partnership to ensure the best outcomes for all of our learners. We have:

- Parent Consultation Evenings
- Parent Governor roles
- Parent courses
- Pastoral Manager Support
- An open invitation to assemblies, Presentation Afternoons and school events including school fairs.

Who should I contact for further information or to discuss a concern?

Who should I contact if I want my child to join the school?

If your child attends Applebee Wood please contact their class teacher/ form tutor. Alternatively, you can contact the Head of Department, the Deputy Headteacher or our Headteacher depending on who you feel would be most relevant to your enquiry.

All admissions to Applebee Wood are managed by the Local SEND Team. Please contact the team who have issued your child's Educational Health Care Plan to ask about admissions. Please note we are an oversubscribed school and we prioritise local children and families.

SEN Information Report 2026/2027

Signed Headteacher: John Cockerill

Dated: 01.09.2026

Signed Chair of Governors: Mick Woods

Dated: 01.09.2026