



# Chiltern Wood School

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## Outreach Hub

### Background

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Over recent years, the needs of pupils admitted to special schools have become more complex. Spaces within special schools are limited, and children who previously had been admitted to special schools will now need supporting in mainstream settings. The BUCKS SEND Education Sufficiency Strategy 2022-27 suggests 42% of pupils with an EHC are being educated within mainstream settings, and forecasting predicts additional 745 pupils with EHCPs will be accommodated within mainstream schools by 2026.

At Chiltern Wood School the demand for places had greatly increased, and the needs we cater for have become more complex over several years. As our complex cohort has grown, the spaces for children with moderate to severe needs has diminished. In addition to this, the children who leave us at year 6 has decreased dramatically. Due their complex needs, most children are unable to access other specialist secondary schools in the local area and remain with us until age 19. Our school has not grown in size to accommodate this change, therefore our secondary cohort has doubled and we have lost approximately 6 primary classrooms. Children who several years ago might have been given a specialist placement, are now remaining in mainstream schools and additional resources provisions (ARPs).

## Our Expertise

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Chiltern Wood Special School caters for 205 pupils with severe, complex or profound learning needs. Our pupils have a broad range of needs including: global developmental delay, Down's syndrome, autism spectrum condition, sensory processing disorders and speech, language and communication needs.

We believe strongly in creating lasting partnerships with our local mainstream colleagues in order to share good practice, develop knowledge of SEND needs, and improve school SEND processes. Our highly specialist teachers and leaders are uniquely placed to offer support to teaching assistants, teachers, SENCOs, and parents.

## Our Offer

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We understand that every setting has a unique set of circumstances with a wide variety of cohorts, knowledge, experience and finances. As such, we have designed a menu of support that can be tailor-made to your school. We also recognise settings such as nurseries and other educational providers (such as teacher training providers) may be interested in learning more. To discuss your specific needs further please use the following contact details and we will aim to get back to you within 7-10 working days:

**Claire May (Assistant Headteacher & Outreach Lead)**

**E: [outreach@chilternwood.bucks.sch.uk](mailto:outreach@chilternwood.bucks.sch.uk)**

**T: 07748 588655**

## Menu of Support

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### On-Site Training

We can provide on-site training for whole-school, teachers, teaching assistants or small groups in the following subject areas.

- Working with pupils with ASD
- Sensory processing
- Structure and transitions / executive functioning
- Communication, regulation and transactional supports Approach
- Creating a SEND-friendly environment
- Behaviour management
- Total communication
- Emotional and / or sensory regulation
- Low arousal approach
- Developing joint attention (inc. Attention Autism, also known as “Bucket”)
- MPTA – Maximising the Practice of Teaching Assistants (Accredited)
- Facilitating independence
- Effective deployment of teaching assistants
- Writing SEN support plans and smart targets

### Direct work with SENCO

We can offer one-off or regular on-going contact for SENCOs to provide support with the following areas:

- Maintenance of EHCPs and development of SEN support plans
- SEND Policy
- SEND action plan
- Tracking interventions
- Tracking SEND data

### **NASEN SEND Review**

In our experience, the best way to assess the development needs at a whole-school level is to complete a one-day SEND review lead by a SEN specialist senior leader and assisted by a senior teacher. This allows an in-depth analysis of the following areas in collaboration with school leaders and SENCO:

- Outcomes
- Leadership
- The quality of teaching and learning for
- Pupils with SEND
- Working with pupils and parents
- Assessment and identification
- Monitoring, tracking and evaluation
- Efficient use of resources
- The quality of SEND provision

From this, a SEND action plan is created which can be used independently by the school or in conjunction with Chiltern Wood, who can provide training and support in development areas.

### **Pupil Referral**

If a setting would like support with a specific pupil, a referral can be made. In discussion with the class teacher and SENCO, a specialist teacher will be assigned to observe, provide advice, assess training needs and assist in the writing of a SEN support plan. A follow up meeting 4-6 weeks later will identify if further on-going support is needed.

### **Phone Consultations**

Phone consultations with a member of our senior leadership team are available every Thursday at 10am and 1pm. When booking, please indicate your area of need so you can be directed to the right individual.

30 Minutes: £20

1 Hour: £40

### **Visits to Chiltern Wood School**

We welcome visits from professionals in the local area to see specific interventions or general SEND practice in person.

**Costs: Autumn Term 2023\***

All of the above support is available and charged at the following rates:

Senior Leader Day Rate: **£400**

Senior Leader Hourly Rate: **£69**

Specialist Teacher Day Rate: **£350**

Specialist Teacher Hourly Rate: **£60**

Packages of support and prices can be discussed and finalised through the contact details above.

## Training at Chiltern Wood: Summer 2023

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### **Autism Spectrum Conditions £87**

Thursday 14<sup>th</sup> September 9.30-3.30pm (Location TBC, Wycombe)

This full-day course gives an overview of commonly seen areas of need for pupils with Autism Spectrum Condition, and how to support those needs within a classroom setting. Topics include:

- ASC overview
- Sensory Processing Disorder  
Structure and Executive Functioning
- SCERTS Ethos and creating an ASC Friendly Classroom

Please note, the content of this course matches the ASC workshops. Time will be given for questions and answers throughout the course.

### **Facilitating Independence £39**

Thursday 21<sup>st</sup> September 9.30am-12pm (Location TBC, Wycombe)

This training will encourage teachers and teaching assistants to reflect upon how we can empower children with additional needs to be independent learners and avoid the “Velcro effect” - an over-reliance on adult support.

### **Low Arousal £29**

Tuesday 26<sup>th</sup> September 1.30-3.30pm (Location TBC, Wycombe)

This course describes how we can use approaches and behavior management strategies that prevent anxiety and stress, therefore reducing crises. Early identification of triggers and the use of low-intensity strategies can be used to prevent escalation and support post-crisis recovery.

### **Building Joint Attention: Autumn 1 £46**

Thursday 5<sup>th</sup> October 1-4pm (Location TBC, Wycombe)

This training will focus on methods of improving pupils’ joint and shared attention including: Attention Autism (also known as “Bucket”), sensory stories and songs, and Intensive Interaction.

**Executive Functioning Disorder £32**

Thursday 19<sup>th</sup> October 1-3pm (Location TBC, Wycombe)

Executive functioning disorder is commonly linked to ADHD and Autism, but has also been associated with dyslexia. Common indicators include: being easily distracted, difficulty planning and carrying out tasks, lack of impulse control and difficulty adapting to new situations. This training gives strategies to support pupils with an executive functioning difficulty in the classroom.

**Autism Spectrum Conditions Workshops £77**

2-3.30pm (Location TBC, Wycombe)

This four-part course gives an overview of commonly seen areas of need for pupils with Autism Spectrum Condition, and how to support those needs within a classroom setting.

- Workshop 1: ASC overview (Tuesday 31<sup>st</sup> October)
- Workshop 2: Sensory Processing Disorder (Tuesday 7<sup>th</sup> November)
- Workshop 3: Structure and Executive Functioning (Tuesday 21<sup>st</sup> November)
- Workshop 4: SCERTS Ethos and creating an ASC Friendly Classroom (Tuesday 26<sup>th</sup> November)

Please note, the content of this course matches the ASC full-day course. Time will be given for questions and answers throughout the course.

**Total Communication Approach £46**

Thursday 16<sup>th</sup> November 12-3pm (Location TBC, Wycombe)

This training will give an overview of how a combination of non-verbal, language-based communication and symbols systems can be used to support pupils to communicate effectively and increase functional communication.

**Building Attention: Autumn 2 £46**

Thursday 5<sup>th</sup> December 9.30-12.30am (Location TBC, Wycombe)

This training will focus on methods of improving pupils' joint and shared attention including: Attention Autism (also known as "Bucket"), sensory stories and songs, and Intensive Interaction.

Please note, any of the training courses listed above can also be delivered on-site to whole staff groups.

### **Bookings**

If you are interested in booking any of the above training courses / consultations or would like to learn more, please contact:

**Claire May (Assistant Headteacher & Outreach Lead)**

**E: [outreach@chilternwood.bucks.sch.uk](mailto:outreach@chilternwood.bucks.sch.uk)**

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\*Please note, prices listed are for Autumn 2023 only.