

Silverwood School

SEND Information Report

2026-2027



‘Building Community, Inspiring Learning’

Silverwood is a co-educational special school for children and young people aged 4 to 19 years. We formed in September 2020 with campuses in Rowde, Trowbridge and Chippenham.

Children and young people join us with a wide range of different needs and bring a wonderful mix of interests and personalities. We aim to provide an inclusive and supportive learning environment that allows everyone to achieve their best, with high self-esteem, and with mutual respect for others in the community. We want our learners to take their place in society with confidence and pride.

Our fundamental aim is that all our learners reach their potential. Learning is at the centre of everything we do, both in and out of the classroom. With the many opportunities at Silverwood, we are enormously proud of the achievements of all our learners.

Silverwood School is proud to be a Values-Based Education (VBE) School. We place our shared values at the heart of everything we do. Our values are principles that guide all our actions, decisions and relationships. At Silverwood School, we have chosen cooperation, courage, honesty, perseverance, respect and kindness as our six shared values. VBE goes beyond learning what our values mean; it encompasses living and experiencing our values every day.

All our values are important at all times and we focus on one each term. Together we grow our collective understanding of our values. Our values are a shared and inclusive vocabulary for ethically based living. We use many different activities to help learners understand and live our values. VBE is for everyone in our school community and begins with our adults role-modelling our values.

VBE schools have a positive impact on the world by influencing our current community and by sending messages to the future through our children and young people. We belong to a growing community of VBE schools. VBE was founded by Dr Neil Hawkes and is an international organisation that schools choose to belong to. We have been recognised for the quality of our values-based work and we are an official advocate for VBE. We attend VBE meetings and training and invite other schools to visit us to see our work.

Silverwood Mission Statement

We will enhance opportunities, enjoyment and outcomes for Silverwood learners by

- Providing each learner with a **first-class education** in a safe, supportive environment that promotes integrity, motivation and excellence in learning.
- Providing learners with an **inclusive, broad, balanced and appropriate curriculum** to reach their full potential.
- Teaching **every learner as an individual**, providing learning journeys that cater for their different needs and abilities.
- **Welcoming and encouraging** the interest and participation of parents/carers, governors and other members of the community into Silverwood.
- Providing **equality of opportunity for all learners** by promoting tolerance and respect for individual differences, abilities, needs and beliefs.
- **Encouraging learners to care for themselves**, each other, their community, their environment, and to develop self-esteem and positive values.
- **Providing a programme of first-rate professional development** that enables staff to enhance their skills to meet the individual needs of all learners.

What kinds of Special Educational Needs are catered for at Silverwood School?	Silverwood is a Special School catering for learners aged 4 to 19. We have good quality provision to meet the needs of learners with complex learning needs including Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD), Profound and Multiple Learning Difficulties (PMLD) and severe and complex Autistic Spectrum (AS).
How would Silverwood identify and assess my child's Special Educational Needs?	All learners at Silverwood have an Education, Health and Care Plan (EHCP). These are reviewed annually and amended and updated as needed. School staff, and where appropriate outside professionals, including speech and language therapist, occupational therapist, physiotherapist, music therapist, social workers, specialist advisory teachers for visual, hearing and physical impairments are involved in the assessment, review and amendment process. Parents/carers and learners are an important and integral part of this process too.
How does Silverwood evaluate the effectiveness of provision for learners with Special Educational Needs?	Silverwood has a Cycle of Evaluation to ensure the effectiveness of provision is continually monitored, evaluated and developed. The Cycle of Evaluation identifies key reporting dates for Governors to ensure they have a robust understanding of school effectiveness and the information needed to challenge and question school performance. The school takes part in an external moderation process through the 'Challenge Partners' initiative. This is a robust and challenging review where key action points are raised and worked on. Learners are involved with making choices and decisions about their education. For their annual reviews, learners provide detailed 'Learner Voice' sheets. Young people on the Formal curriculum pathway are enabled to make 'Option Choices' about their Key Stage 4 curriculum. They are supported to attend college open days and interviews, when looking at the future beyond Silverwood.
How do I know how well my child is doing at school?	The school has key dates with parents/carers each academic year: • Autumn parents/carers meeting • Spring parents/carers evening • Annual review meeting to review the learner's EHCP and holistic learner needs • Annual Report to parents summarising and celebrating achievement. All of these meetings are to consider learner progress and next steps. Communication between home and school is vital to success and links are made in a variety of ways; Seesaw is widely and successfully used across all pathways.

How will Silverwood staff support my child and how will the curriculum be matched to my child's needs?	In order to provide learners at Silverwood with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses 6 pathways for learning: Pre-Formal, Semi-formal, Social Communication, Formal, EYFS and Post 16. Silverwood School has teachers and teaching assistants who are experienced in working with children and young people with special educational needs and disabilities and many have additional qualifications relevant to a particular area of interest such as Visual Impairment, Autistic Spectrum Disorder or Profound and Multiple Learning Difficulties. School staff are also experienced at developing appropriate adaptations both to the curriculum and to the resources used in order to enable all learners to fully access the opportunities available to them. All learners are also encouraged to develop their self-confidence and social skills through a diverse curriculum, preparing them for their adult life. The school curriculum is designed to match the cognitive ability and individual strengths of learners by responding to their needs whilst preparing them for experiences in later life. The curriculum is well-planned including an embedded therapy perspective, to meet the complex learning and pastoral needs of all learners. We believe in 'Ambition without Limitation.'
How is the decision made about the level of support my child receives?	Initially, needs are identified through the child's Education, Health and Care Plan (EHCP). Levels of support are put in place to ensure the outcomes of the EHCP and access to the wider curriculum are met. Across the school, there is a termly 'Progress Group' where Senior and Middle Leaders meet to discuss all learners, considering aspects such as attendance, academic progress, pastoral support needed and safeguarding. From these discussions, interventions are targeted for learners, ensuring that all learners access the right support at the right time. These interventions have SMART targets and impact is carefully considered. Careful consideration at points of transition also ensures learners receive the correct level of support. The 'Transition Leads' ensure that external agencies are involved in shaping the provision for learners, and there is a clear transition package for all learners.
How will my child be included in activities outside the school curriculum including trips?	There are many offsite activities arranged for the children and young people at Silverwood School. These include sporting and cultural events. This provision is adapted and accessible. We make excellent use of the school grounds and local community. As part of the curriculum there are also many opportunities to visit places of interest. These trips enrich the curriculum and help the learners gain a real and deeper understanding of the world around them. The school manages to attract various pockets of funding in order to provide our learners with incredible opportunities to actively take part in trips, including theatre trips, activities and shows in school, residential trips, Duke of Edinburgh activities and seeing the world beyond school. Many of these visits also include a preparation for adulthood focus.

What support is there for my child's overall well-being?	The school meets all safeguarding legislation. Safeguarding is an agenda item at all governor meetings and all senior leadership meetings. The Designated Safeguarding Lead is very experienced and a safeguarding element is part of all INSET days so that staff are well trained. Safer recruitment procedures are in place and SLT and governors supporting staff interviews have completed Safer Recruitment Training. Class teams know their learners well and can support them and their families with any issues. The school ensures that learners are well supported by external agencies when needed and offers a variety of interventions aimed at developing emotional resilience and supporting mental health, including nurture. The Lead SENCO, Nikki Caslin, is also the Designated Mental Health Lead. There are parent/carer workshops on a variety of themes, aimed at supporting families. Early Years staff also encourage families to come to school for 'Stay and Play' events. These have proven very popular, and help to build positive relationships. We have staff trained in Thrive, MHST support workers and music therapists. There is signposting for parents and carers through annual reviews and meetings with SENCOs. Each Campus also has a Family Support Worker, who will work closely with parents/carers and learners and can support and signpost to additional services.
What training is provided for staff supporting children and young people with Special Educational Needs and/or Disabilities?	Training is available to staff through INSET days, staff meetings and external training. Training relevant to all staff, such as Team Teach, is delivered alongside programmes for staff working with specific groups, including PMLD and complex AS. Staff are trained to meet learners' medical needs annually or as required. The school employs staff who deliver training in manual handling, Makaton, communication and ICT specific to children with SEND. There are regular guest speakers and 'specialists' whose services are bought in to ensure that all aspects of training are of the highest quality.
How accessible is Silverwood School?	Silverwood School is fully accessible with dedicated parking bays and toileting facilities. Many rooms have overhead hoisting leading to changing facilities for children and young adults. The school has an Accessibility Plan which is reviewed annually and new targets set. Within classrooms learners can access writing slopes, height adjustable tables, writing aids and other resources to help access to learning.
How are parents and carers involved in Silverwood School?	The school recognises that the parent/carer and school relationship is key to successful education. Parents and carers are engaged with the school through transition meetings prior to their child starting, and ongoing review meetings during the year. Family Support Workers liaise closely with families and carers and offer individual support, including signposting and help to resolve issues. At Silverwood, we continue to develop a programme of 'Parental Engagement Workshops.' The themes for these vary from Toileting, Personal Care, Communication and Restricted Eating. The school has a programme of themes for this academic year. There is a developing parent/carer group, FOSS (Friends of Silverwood School) who support and fundraise for the school.

How do parents and learners get involved in their education?	As described above there are set points in the year for this. Seesaw is an excellent communication system, which allows school and home to work together and share information. Learners are actively involved in their education. For example, learners provide information for their annual reviews detailing their hopes and dreams for their futures. The school works actively to encourage all learners to have a voice, making adaptations to ensure that this happens. The school uses a 'Total Communication' approach, allowing all learners access to resources and aids to ensure that they can make choices for themselves.
What do I do if I have a concern about the provision at Silverwood School?	In the first instance we recommend that parents consult with their child's class teacher. If concerns remain or a parent feels unable to talk to the class teacher then please contact the Assistant Head of Campus or Head of Campus. If this does not resolve a complaint then contact the Executive Headteacher or Chair of Governors. We want to work with our families, and will always do our best to resolve any concerns. Complaints Procedure.
What specialist services and expertise are available at or accessed by the school?	Please see Provision List at the end of this document.
How do you prepare my child for joining Silverwood School or transferring to another setting?	Prior to starting at Silverwood School transition meetings take place, including a school tour, involving parents, school, present settings, other professionals and if appropriate your child. A plan is put in place including transition days that best suits the needs of your child. Some learners will have transition booklets provided, as appropriate. Transition from Silverwood is carefully planned over as long a period as possible. A transition review meeting will support families and young adults to identify colleges and appropriate courses. The school ensures learners have opportunities to become as familiar as possible with their new settings prior to starting.
How are learners involved in choices and decisions about their education?	There are many ways that learners at Silverwood are involved in their education. There are many important roles for learners such as - Eco-ambassador - Literacy leaders, - Student council representative - Buddies - Well-being ambassadors. - Learners are involved with interviews to select new staff members. - Learners can choose their own Friday afternoon activities during Enrichment Time. - Learner voice is an important part of all meetings, for example annual reviews and PEPs - Learners can make choices about work experience placements.
Where can I get further information about services for my child?	For any further information required regarding Silverwood School please contact the school office and they will put you in touch with the relevant member of staff.

The Lead SENCO is Nicky Caslin
admin@silverwood.wilts.sch.uk.

Further information

The Wiltshire Local Offer
<https://www.wiltshire.gov.uk/local-offer>

The Wiltshire Parent Carer Council
https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Special Educational Needs and Disabilities Information, Advice and Support Service for children and young people with SEND, and their families
<https://www.sendiass.org/wiltshire-sendiass/>

The Core Offer at Silverwood

- Class groups of 5 to 13 dependent on Curriculum Pathways
- High staff/Learner ratios.
- Specially trained SEN teachers.
- Specially trained SEN teaching assistants.
- Broad and balanced curriculum appropriate to needs, with different curriculum pathways available.
- Personalised curriculum with individual planning where appropriate
- Total Communication Environment e.g. low-level AAC, Makaton and symbols.
- Adapted environment to meet physical/sensory needs, e.g. height adjustable tables, access to all areas of the school.
- Age/need appropriate outside environments.
- Educational Psychologist advice and guidance.
- Onsite Speech and Language Therapist (if open to their services).
- School Total Communication Specialist Teacher.
- Onsite AAC/Hi-Tech Specialist.
- Integrated Therapies support (if open to their services).
- Access to Local Authority Special SEN Service including VI and HI.
- Secure internal and external site.
- Supervision and support across the school site.
- Access to adapted ICT.
- Interactive sensory environments.
- Age-appropriate hoisting and personal care facilities.
- Regular offsite trips to support the curriculum.
- Emotion Coaching.
- Access to “quiet areas” where the stimulus is greatly reduced.
- Visual schedules and social stories to manage the school day.
- Access to high-quality learning activities both inside and outside the classroom.
- Quieter spaces at lunchtimes to help manage sensory stimulation.
- Staff who have high-quality CPD opportunities.

