

Special Educational Needs Policy

Amended: January 2018

Approved by Governors: January 2018

Review date: October 2018

Reviewing Panel: Standards, Staffing and Curriculum

School Vision

The vision of Woodlands School is:

- to allow every pupil to pursue academic excellence
- to create an environment which is stimulating, secure and provides opportunities for all
- to develop an empathy and understanding for our local community

Principles

As part of this vision, underlying principles of this Special Educational Needs (SEND) Policy are:

- To set high expectations for children with SEND;
- To promote the inclusion of children with SEND within mainstream education;
- To support parents/carers of children with SEND;
- To take account of children's views in the SEND process;
- To operate within the statutory framework;
- To develop the knowledge and skills of all staff working with SEND children.

Aims

The Woodlands School Mission Statement highlights the worth of each individual and the importance of partnership with parents/carers, in pursuing excellence and seizing opportunities. This policy explains how we aim to do that for pupils with special educational needs thus developing skills and raising achievement for all.

Definitions

In line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014), Special Educational Needs refers to a child or young person with difficulties which range from mild degrees of learning difficulties to profound and multiple disabilities. Learning difficulties may be caused by hearing or visual impairment, physical disability or emotional and behavioural difficulties.

The school Governing Body accepts the following definition of SEN (based on section xiii of the Code of Practice):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational Provision:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Definitions of the Disability Discrimination Act

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low

threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Acronyms used in this policy

EHCP	Education, Health and Care Plan
INSET	In Service Education and Training
LA	Local Authority
SALT	Speech and Language Therapist
SEF	Self Evaluation Framework
SENAEN	Special Educational Needs and Additional Educational Needs
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SEND	Special Educational Needs and Disabilities
SIMS	Schools Information Management System

The Role of the SENDCo

The SENDCo is the member of staff responsible for the day to day provision for Learning Development in the school. The SENDCo works full time and is available to parents/carers through individual appointments and at parents' evenings. The SENDCo's responsibilities are:

- To maintain a SEND Register;
- To maintain the School Offer;
- To ensure all staff are aware of the school's SEND policy and that their classroom management and teaching arrangements show evidence of being guided by the policy;
- To ensure the progress of One Plan Learning Outcomes of all pupils on the SEND register are reviewed termly;
- To ensure an updated One Plan is written for all pupils on the SEND register termly;
- To advise teachers on differentiation issues, approaches and materials;
- To manage the provision for pupils on the SEND Register;
- To organise any further assessment of pupils on the SEND Register;
- To line manage the Learning Development team;
- To ensure that Annual Reviews are conducted in line with County Guidelines and statutory requirements;
- To ensure that the school's SEND procedures fulfil the statutory requirements in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014) and other relevant legislation;
- To liaise with staff, parents/carers of SEND pupils and outside agencies as appropriate;
- To attend consultation with parents/carers, teachers and all other relevant personnel when appropriate;
- To collate data and produce reports which enable analysis of:
 - Pupil progress,
 - The success of interventions,
 - The SEND cohort,
 - Current policy and practice;
- To use the analysis of the above to complete:
 - A departmental SEF,
 - A departmental development plan;

- To provide the Governors with the information they need to:
 - Carry out their monitoring and evaluation role,
 - Report to parents/carers about the success of the SEND policy via the Annual Report to parents.

Roles and Responsibilities

The provision for pupils with SEND requires the support of the whole school community; however, some members of the school community hold additional responsibility in the management and application of Learning Development in the school.

The Governing Body is responsible for:

- ensuring that statutory obligations are met in full and that staff are aware of their obligations;
- reporting to parents/carers on the provision and implementation of the policy;
- ensuring there is adequate funding and support;
- ensuring that SEND issues are central to planning and development of the school.

The SEND Link Governor is responsible for monitoring the effectiveness of the SEND Policy and reporting to the Governing Body on the issue of SEND. They are also responsible for commenting on the success of the policy over the previous year in the Annual Report to parents.

The Head teacher is the member of staff with overall responsibility for the provision of Learning Development in the school. The Head teacher ensures that the statutory obligations are met in full and the policy is implemented, he keeps the Governing Body updated about SEND issues. The Head teacher can delegate some or all of the responsibilities for the management of SEND to the SENDCo.

The SENDCo is also an Assistant Head teacher; as such she is the member of the school's Senior Leadership Team who champions inclusion issues, including SEND.

The Speech and Language Therapist (SALT) is responsible for the pupils placed by the Local Authority into the school's Enhanced Provision. The SALT works closely with Progress Mentors and Teachers to ensure the needs of these pupils are met across the curriculum whilst providing focussed, specialised therapy on an individual and small group basis. The SALT works closely with the Grade 3 Progress Mentor for Speech and Language to ensure that all pupils with a speech and language need can benefit from the skills and expertise of the SALT.

The Assistant SENDCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND Policy,
- Managing the team of Progress Mentors on a daily basis,
- The transition of SEND pupils,
- SEND pupils in Year 7,
- Pupils with English as an Additional Language,
- The department intervention programme.

The Learning Development Administrator acts as the first point of contact for parents/carers and outside agencies that have enquiries concerning Learning Development. The Learning Development Administrator works part time, staffing the Learning Development Office from 8am until lunchtime every day.

The Progress Mentor team are structured into 3 different tiers. All Progress Mentors are responsible for supporting the learning of all pupils with SEND and all pupils in the lessons to which they are allocated. When in class they are under the direction of the class teacher and will provide support in a variety of different ways, however the main principle of our support structure is hover support as this encourages pupils to build independence and resilience.

The Grade 3 Progress Mentors are the most senior members of the Progress Mentor team and as such they are responsible for line managing other Progress Mentors. The Grade 3 Progress Mentors each hold a specific area of responsibility which are Literacy, Numeracy, Speech and Language, Physical and Medical Needs, Learning Needs and Social and Emotional Needs; they champion this issue in relation to SEND, across the school. The Grade 3 Progress Mentors are responsible for managing the provision for and monitoring the progress of the pupils with Statements and Education, Health and Care Plans (EHCPs).

The Grade 2 Progress Mentors are each linked to a year group and are responsible for managing the provision for and monitoring the progress of the pupils identified as needing SEND Support in their attached year group. The Grade 2 Progress Mentors support the work of the Heads of Year in meeting the pastoral needs of the SEND pupils in their year group.

The Grade 1 Progress Mentors provide support in class support as outlined above. In addition, they, along with the Grade 3 and Grade 2 Progress Mentors, provide academic support on an individual basis to pupils with EHCPs or Statements. They deliver interventions as directed by the Grade 3 Progress Mentors.

Specialist Expertise

- The SENDCo has an Advanced Diploma in SEN and a Level 3 qualification in Supporting Speech and Language.
- The SALT has Diploma in Speech and Language Therapy, HCPC registration and they are a member of the Royal College of Speech and Language Therapists. In addition, they hold a Level 5 Certificate in Teaching Learners with Specific Learning Difficulties and a UCL Certificate in Diagnostic Assessment and Management of Literacy Difficulties.
- The Grade 3 Progress Mentor for Speech and Language has a Level 3 qualification in Supporting Speech and Language
- The Grade 3 Progress Mentor for Physical and Medical Needs has a Level 4 Diploma in Specialist Exercise, a Level 3 Diploma in Exercise Referral and a Level 3 Diploma in Fitness Instructing and Personal Training
- The Progress Mentors have access to a range of onsite training and may attend specialist courses where appropriate to the needs of the pupils on roll.

Admission Arrangements

The Governing Body has agreed with the Local Authority admissions criteria which do not discriminate against pupils with SEN or disabilities, and its admissions policy has due regard for the guidance in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014) and the Disability Discrimination Act (1995).

Access

The school is fully accessible in terms of the Disability Discrimination Act (DDA) for the majority of needs. The school has a lift to all floors, wide doorways, disabled toilets, and a hygiene room. Special arrangements are made for pupils with physical difficulties to move around the school safely either when the corridors are quiet or with assistance from a peer or Progress Mentor. In the event of

admission of a pupil with a disability, appropriate arrangements may need to be made based on their individual needs. Pupils with physical difficulties who wish to attend the school are strongly encouraged to visit with their parents/carers so that a fully informed choice can be made before applying.

Resources

The School Offer, available on the School's website, outlines the provisions available at Woodlands School to meet the needs of pupils with SEND. The School Offer provides information to the parents of pupils currently on roll with SEND and parents looking for secondary education for their child with SEND, who want to know what is available at our school.

There are a range of teaching resources available in school and these are located in LDV, the learning development base. There is also a range of materials located in the Speech and Language Room.

Staffing for the support of pupils with SEND is revised annually and reflects the actual and predicted needs of pupils registered at Woodlands School. This includes the LA recommended percentage of the whole school budget, plus any additional funding generated by pupils whose Statement or EHCP warrants additional support. The SENDCo coordinates the allocation of support for individual pupils and groups of pupils.

Involving Pupils

The positive involvement of pupils is crucial both for their self-esteem and the successful achievement of self-initiated and agreed learning outcomes. At Woodlands School we strongly believe in supporting all pupils with SEND to become independent learners and to this end pupils are always fully involved in decisions regarding learning outcomes, provision and intervention in which they are to be involved. They will contribute to short term targets in their Learning Passports.

Pupils with statements or EHCPs are central to the Annual Review process and they are encouraged to share their views both through the completion of the pupil's views section of the Annual Review paperwork and through attendance at the meeting. Care is taken to ensure the pupil is fully aware of the process and the fact that they are the 'most important' person in the meeting; their views are listened to and their input is reflected in the paperwork. In this way they feel more involved in their own learning through target setting, planning, monitoring and evaluation.

Identification, Assessment and Review

The School Offer outlines in detail the ways in which the school identifies each type of SEND. The process of identification and assessment of pupil's needs involves:

- Primary school records, National Curriculum records and verbal information gathered during the transition process;
- Use of the Essex Provision Guidance to establish the level of need;
- Advice from outside agencies;
- Meetings with parents;
- In house testing, including reading and spelling assessments;
- Information from school staff;
- Implementing the model for identification, assessment and provision of special educational needs as outlined in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014).

Once a pupil is identified as having SEND they are allocated the status of SEND Support and are placed on the SEND Register. Pupils identified as SEND Support are identified in SIMS through the

allocation of the code K. They are allocated a category of need which reflects their main SEND. The needs of a SEND Support pupil are shared with staff through a Learning Passport. A Learning Passport is written by the pupil, with the support of a member of the learning development department and/or their parents. A Learning Passport provides teachers and other professionals with their view of their individual needs and shares information on their priorities for improvement. Learning Passports are 'live' documents and as such should be continually updated as the pupil's needs change. To achieve this, every member of staff has the responsibility to ensure that changes needed to Learning Passports are passed to the learning development department for actioning whenever necessary. Learning Passports will be discussed with parents a minimum of once a year at Parents' Evenings, but will be reviewed termly with pupils.

Ensuring that the needs of pupils with SEND are met is the responsibility of every member of staff. Teachers are responsible for ensuring that provision is made within their lessons which enable pupils with SEND to be successful and achieve. This provision should include class based intervention programmes, managed, where necessary, with the involvement of Progress Mentors allocated to the class. Where this intervention is not having the desired impact it is the teacher's responsibility to make the SENDCo aware that a pupil with SEND is failing to progress despite class-based intervention. Once a concern has been raised it will be investigated by the link Progress Mentor and discussed with the SENDCo. In addition to this school data on pupil progress is reviewed half-termly by the SENDCo and pupil progress is tracked. Underperformance that lasts more than one half-term will be investigated.

Once it is identified that a SEND Support pupil is failing to progress with class based intervention the pupil will be escalated to having High Needs. For all pupils with High Needs a One Plan will be drawn up. A One Plan is the outcome of a One Plan meeting which takes place between the pupil, their parents and the SENDCo, Assistant SENDCo or a Grade 3 Progress Mentor. Multiple sources of information are referenced during the One Plan meeting to ensure all concerns are discussed; these include:

- Comments from class teachers and Progress Mentors,
- School based assessment and progress data,
- Attendance records,
- Results of assessments completed since the last review,
- Reports from outside agencies,
- Behaviour records.

The One Plan outlines the anticipated learning outcomes for the pupil over the next term and the interventions that will be put in place to achieve these outcomes. It is anticipated at this stage that some intervention will need to take place in addition to high quality teaching. One Plans are reviewed and updated termly, where possible these reviews will take place at Parents' Evenings to maximise the involvement of parents.

In exceptional circumstances, after significant intervention from the school and significant involvement of a range of professionals from outside agencies, it may be necessary to apply to the Local Authority for a Statutory Assessment of a pupil's needs. In these cases, the SENDCo will work closely with parents/carers and the pupil to ensure that the process is fully understood.

Once a Statutory Assessment is agreed by the Local Authority an Education, Health and Care Plan will be drawn up for the pupil. An EHCP contains particular targets for improvement and a package of resources to ensure that the pupil makes educational progress. EHCPs replace statements, which were awarded until July 2014. All pupils with EHCPs must undergo a thorough Annual Review of their

progress, which is sent to the Local Authority for monitoring. Parents/carers, the pupil, teachers, Progress Mentors and relevant professionals from outside agencies are all invited to contribute to the Annual Review. This is in addition to termly One Plans carried out as detailed above.

In addition to these reviews the SENDCo and Assistant SENDCo are happy to meet with parents/carers by appointment to discuss progress and any concerns. Information may have to be gathered from colleagues in advance of these meetings to ensure an accurate review of progress can occur.

Dissemination

The SEND Register is a live document where the status of pupils is continually under review, therefore staff are encouraged to regularly review the Register and note any changes. The SEND Register is available to staff through the school's IT Network. Learning Passports, One Plans and Annual Reviews are available to staff through the IT Network, where they are organised by year group, and through the school's information management system (SIMS), where they are attached to each pupil's profile as a linked document. Each pupil on the SEND Register has a paper record of relevant information which can be viewed by staff; these are located in the Learning Development Office. When SEND documents are updated staff are informed of any changes through the weekly staff bulletin.

Urgent or important new information regarding a pupil may be circulated by:

- An announcement at the Monday morning staff briefing,
- A memo from the Learning Development Department to relevant staff,
- An entry into the notes section on a pupil's profile on the SIMS system,
- Staff email,
- Telephone calls to relevant staff,
- An entry in the weekly staff bulletin.

Exam Dispensations

As part of our support for pupils with SEND, teachers are periodically asked to identify those pupils who may need special arrangements to be able to manage examinations. These include:

- Scribe
- Reader
- Transcribe
- Extra time
- Prompt
- Rest Breaks
- Oral Language Modifier
- Enlargement of examination papers
- Coloured paper
- Overlays

These pupils will have a range of skills assessed by an appropriately external assessor with specialist qualifications and, if they fall within the criteria as outlined by the Joint Council for Qualifications, at the end of Year 9, applications will be completed by the SENDCo and submitted to the exam boards for approval by the school's Examinations Officer.

Broad and Balanced Curriculum

Central to Woodlands School's ethos of education is the fact that all pupils are entitled to have access to a broad and balanced curriculum and that this right should include those with SEND.

All teachers at Woodlands School are responsible for pupils with SEND in their classrooms. All teachers are responsible for differentiating their lessons to ensure all learners can achieve and make progress. Teachers' planning takes into consideration the information shared in Learning Passports, One Plans and Annual Reviews, as it is expected that the majority of outcomes can be met through high quality teaching and support within the classroom. Teachers plan for the role of additional adults within their classroom, maximising their effectiveness in ensuring the needs of all learners are addressed.

All staff are committed to the vision that education is more than academic performance; it is also about fostering qualities of independence, self-advocacy, positive self-esteem and a respect for others. To achieve this, some pupils may need extra support beyond what is considered the normal level of provision. Supporting pupils who have a wide range of SEND requires a flexible use of support strategies, for example:

- Social skills groups,
- Peer support,
- Individual reading,
- Spelling skills groups,
- Homework support sessions,
- Use of safe person/place,
- Time out,
- Individual behaviour programmes,
- Small group sessions for intervention programmes to address basic literacy and numeracy skills.

Where it is identified that these interventions are needed consideration is given to the timing of such provision and disturbance to curriculum time is kept to a minimum.

Inclusion

Pupils with SEND are encouraged to participate fully in the life of the school. All pupils, including those with SEND, are encouraged to participate in extracurricular clubs, school visits and social activities. Progress Mentors accompany pupils on these activities, when appropriate, to facilitate participation.

As part of the school's pathways curriculum, pupils in years 7 and 8 who are identified as working below functional levels in literacy and numeracy receive additional support with these basic skills by participating in additional maths and English lessons in small groups. This is achieved by disapplying these pupils from Modern Foreign Languages, therefore avoiding disruption to other curriculum areas.

In Key Stage 4 the school offers a variety of practical and vocational courses which are suited to the learning styles and skills of pupils with SEND. At the times when Option choices are made in year 8 the Learning Development Team works closely with the Senior Managers responsible for Key Stage 4 to ensure that pupils with SEND are placed on appropriate courses.

Evaluation, Monitoring and Review of the Policy

Monitoring and evaluating this policy is an ongoing process. The SENDCo meets regularly with the Link Governor and a report written by the SENDCo is submitted to the Governing Body on a termly basis. Parents/carers are informed as to the effectiveness of this policy through the Annual Governors Report.

This policy will be reviewed every three years or sooner if legislation demands. Any appendices will be updated annually, at the start of each academic year.

Complaints Procedure

Arrangements for considering complaints about special educational provision at Woodlands School are in compliance with the school's complaints procedure policy. Any complaints are dealt with at appropriate meetings convened by all concerned with the agreed consensus in respect of results and actions.

Staff Development

Management of INSET is the responsibility of the Assistant Head Teacher with responsibility for Teaching and Learning, in line with school policy. Training is organised to address school priorities as identified in the School Improvement Plan and to address individual professional development as identified through the Appraisal process. The SENDCo is involved in the induction training programme for all new members of staff and delivers other training relevant to SEND as appropriate.

The skills of the Learning Development team require continual development in response to the changing needs of the pupils currently on the SEND Register. The team receive training in various ways, including:

- A thorough induction package
- Regular departmental INSET delivered either by the SENDCo, by other members of the school staff or by outside agencies;
- The needs of individual Progress Mentors, as identified in their Appraisal, being addressed through access to county training programmes delivered by SENAEN;
- Access to other training as appropriate.

All in-house training sessions relevant to specific pupil needs are offered to other staff personnel as appropriate.

Outside Agencies

Woodlands School is strongly committed to working in partnership with colleagues from outside agencies to address the needs of pupils. Outside Agencies are accessed by a variety of staff, including the Pastoral Deputy Head Teacher, Heads of Year, Behaviour for Learning Coaches and the SENDCo. All referrals to outside agencies are discussed as part of a weekly pastoral meeting. Parents can request the school seeks support from an outside agency for their child with SEND by discussing their concerns with any member of staff. This member of staff will then raise this concern with the SENDCo.

The school has strong working relationships with:

- Great Oaks Child Development Centre,
- The School Nurse Team, delivered by Provide Health Care,
- The Educational Welfare Service,
- The Transition Pathway Service,
- Child Support Services (previously Integrated Support Services and Behaviour Support),
- The Educational Psychology Service,
- The Ethnic Minority, Traveller and Achievement Service.

Professionals from these services are regularly in school to work with pupils either individually or in small groups and provide advice to school staff. When their involvement is specifically to address the needs of individual pupil's parents/carers will be contacted in advance and permission requested.

Parents/carers may be invited in at the request of the outside agency professional. Feedback is available to parents/carers either verbally or via written reports, which are forwarded to parents/carers, once received by the school.

Partnership with Parents

Liaison with parents/carers is a key aspect of the school's policy and procedures are in place to enhance this partnership including The Woodlands School website, the School Offer, newsletters and Parents' Evenings. The following pertains for parents/carers of pupils with SEND.

Our aim is to actively involve parents/carers in line with need – some have weekly telephone calls with Progress Mentors, others receive information at Parents' Evenings, some come for termly meetings with the SENDCo and some have annual meetings with the SENDCo. Most parents/carers will have intensive involvement at the initial stages or in times of difficulty and less when programmes are working well. In all cases it is recognised that parents/carers are pleased to share recognition of positive progress, to enter into dialogue with Learning Development staff and to receive prompt feedback on their concerns.

The SENDCo and Learning Development team are happy to meet with parents/carers and requests for appointments can be made by contacting the Learning Development Office. Phone calls and emails will be responded to within a maximum of 3 days; however, the SENDCo acknowledges that if a parent has concerns that warranted them initiating communication then a speedier response would be appreciated and therefore endeavours to respond to all emails and telephone calls as soon as possible.

Transition/Transfer

The SENDCo maintains strong links with SENDCos from local primary and secondary schools by attending SENDCo Cluster meetings.

Pupils with statements or EHCPs consider their transition to secondary school in year 5 and pupils, parents/carers and staff from primary schools are welcome to tour the school and meet with the SENDCo by appointment. The SENDCo attends year 6 Annual Reviews for pupils with statements or EHCPs, at the invitation of the primary school.

In the Summer term the SENDCo liaises with the SENDCo and/or class teachers from primary schools to discuss the needs of all transferring pupils with SEND. The school annually holds a Year 6 day to prepare all pupils for transfer to the school, in addition the Learning Development department holds an additional visit day for pupils with SEND and can provide other additional visits to address the needs of pupils with SEND who are experiencing high anxiety about transferring schools. These arrangements are made based on the needs of and the number of transferring pupils; examples of arrangements are:

- Drop-in visits, accompanied by a member of staff from the primary school or a parent, where the pupil tours one department of the school each visit;
- Visits to the Learning Development department where school materials and routines are revisited and additional contact with key members of staff is arranged;

If pupils with SEND join the school during the academic year the SENDCo will liaise with staff from the transferring school, organise provision and disseminate information to staff. Pupil records are shared with the SENDCo once received by the school. If a pupil with SEN leaves the school during the academic year the SENDCo will ensure all records are sent to the new school, to the attention of the SENDCo, within 15 days of the pupil ceasing to be registered, as required under the Education (Student Information) Regulations 2000. The SENDCo will usually discuss transferring pupils at the

request of the new school; however, in exceptional circumstances the SENDCo may initiate transition support for the pupil, in liaison with the new school, in advance of transfer.

When pupils leave the school at the end of year 11 the SENDCo completes any requests for transfer information sent from the Learning Development department of the incoming institution. A copy of the pupil's last Learning Passport, One Plan and Annual Review is sent for their information.

Signed: 
Head Teacher

Dated: 8th January 2018


Signed: _____
Chair of Governors

Dated: 8th January 2018

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