

Special Educational Needs (SEND) & Disabilities Policy

Summary

All students should expect to receive an education that enables them to achieve the best possible educational and other outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood, whether into employment, further education or training. This underpins everything we do at Woodham Academy.

The overall objective of this SEND policy is to provide a framework for the school to pursue its duties in relation to the education of students identified as having a SEND. In addition, it will provide a framework for the school to promote high standards, inclusion, and equal opportunities for all students. We strive to build on good practice as set out in the 0-25 SEND Code of Practice and to set clear expectations on the school to deliver a whole school approach to SEND with good quality teaching as a first response and a clear focus on outcomes.

The Special Educational Needs Coordinator (SENCo) is Mrs Keenan. She can be contacted on the school number 01325 300328 or by email a.keenan@woodham.org.uk, the Assistant SENCo is Miss Patterson. She can be contacted on the school number 01325 300328 or by email d.patterson@woodham.org.uk. The SENCo is responsible for managing the provision made for students with SEN.

This policy was developed in consultation with the Leadership Group, the School Governing Body and parents of students with SEND. It reflects the SEND Code of Practice (CoP) 0-25 guidance, the Children and Families Act (2014), the Special Educational Needs and Disability Act (2014) and the Education and Inspections Act (2006)

Date Adopted: November 2014

Review Date: Annually

Last Reviewed: July 2023

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE DISABILITY POLICY AND THE EQUALITY AND INCLUSION POLICY

Key staff involved in the policy

Role	Name(s)
SENCo	A. Keenan
Assistant SENCo	D. Patterson

1. Principles

- ‘Achievement for all’ underpins all policies and practice
- The school will proactively seek to minimise barriers to achievement and reduce disadvantages that students might face
- Every student who has SEND should have their needs met
- Students with Special Educational Needs and/or disabilities should be offered full access to a broad, balanced, and relevant curriculum
- The school will work in partnership with parents and students to ensure quality SEN provision

2. Aims of this policy

- The school will identify and provide for students who have special educational and additional needs and will work within the guidance provided in the SEND CoP 2014.
- Woodham Academy will operate a holistic approach to the management and provision of support
- The school will provide support and advice to all staff working with students with SEND and additional needs
- Woodham Academy aims to develop and maintain partnership and high levels of engagement with parents
- All students with SEND will have access to a full and appropriate curriculum suited to their needs.

3. Identifying of students with SEN

A student has SEND where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to students of the same age.

Woodham Academy will assess each student’s skills and attainment on entry and build on information from previous settings where appropriate. Information will be gathered from Primary School teachers, transition workers and parents/carers.

Class and subject teachers, supported by the Leadership Group and SENCo, will make regular assessments of the progress of all students. These termly assessments (progress checks) will seek to identify students making less than expected progress given their age and individual circumstances. This can be categorised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student’s previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

Where a student is making less progress than expected, the first response is high quality teaching at their area of weakness. Where progress continues to be less than expected the subject teacher or tutor, working with the SENCo, should assess whether the student has SEND. Information will be gathered, including those from the student and parent, and interventions will be put in place to secure better progress where required.

There are four areas of need and support which broadly identify aspects of primary areas of need. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and / or physical needs

Whilst acknowledging these categories, Woodham Academy identifies the holistic needs of the student, which will include not just the special educational needs of the student.

Woodham Academy will also consider what is not classified as SEND but may impact on progress and attainment. This includes:

- Attendance and punctuality
- Disability
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked -after child (CLA)

3.1 A graduated approach to SEN

Where a student has been identified as having SEND, Woodham Academy will take action to remove barriers to learning and to put effective special educational provision in place. The SEND support will take the form of a four part cycle (assess, plan, do and review). This is known as the graduated approach. SEND support will include planning and preparation for the transitions between phases of education and preparation for adult life.

The students identified as having SEND will be recorded on a register. This will include information about the student's needs and strategies to support the student and teacher. At Woodham Academy, all students on the SEND register have a Learning Support Plan which details these strategies in full and enables teachers to direct their teaching to best support the student at an individual level. Class lists on Arbor can be highlighted to reveal SEND status (under the provisions of the Children and Families Act 2014, the designations of School Action and School Action Plus have been replaced by SEND support and Statements replaced by an Educational, Health and Social Care Plan)

Where a student continues to make less than the expected progress, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the student, they have not made expected progress, the school or parents/carers should consider requesting EHC needs assessment.

3.2 Admissions

Applications to the school will be considered in line with the published admission arrangement for all students. An applicant's SEND will not prevent him/her from being offered a place and integrated into the school as far as is practicable.

The school will aim to provide students with a disability with the appropriate support to enable them to be fully integrated and will not treat them less favourably than any other student and will make reasonable adjustments to ensure full participation and integration (including extra-curricular opportunities). Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

The school recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. The school will liaise with the relevant Examination Boards in such instances.

4. Roles and Responsibilities

Teachers are responsible for ensuring that:

- Teaching styles and methods, language and questioning and classroom management engages all students
- Differentiation and reasonable adjustment as outlined in Learning Support Plan are made to teaching and the teaching environment to ensure equality of access for all students
- Referrals are made to the SENCo as appropriate
- They scrutinise the attainment and progress of SEND students within their own teaching groups on a regular basis, in line with the assessment calendar

Heads of Department and Heads of Learning are responsible for ensuring that:

- Attainment of all groups of students is monitored and relevant intervention implemented in instances of underachievement
- All groups of students have access to an appropriate and relevant curriculum
- Where information about a student with SEND is known prior to admission, the HOL will invite the SENCo to the admission meeting

The Leadership Group will:

- Ensure that the SEND CoP is appropriately implemented in school
- That there is a clear and transparent 'School Offer' available on the school website and that this is refreshed annually
- Ensure that the school provides high quality, appropriate support, including financial support, to support the progress of students with SEND

The Governing Body will:

- Designate a member of the school's governing body with specific oversight of the school's arrangements for SEND and disability
- Maintain a collective responsibility for the education and provision for all students with SEND
- Ensure that the allocation of resources is appropriate to ensure high quality provision for all students with SEND
- Attend training sessions on issues relating to SEND when available and relevant

The SENCo will:

- Maintain the SEND register and oversee the records of all SEND students
- Co-ordinate provision and support for students with SEND
- Liaise with the parents of students with SEND
- Liaise with external agencies
- Ensure the SEN Information Report is kept up to date and clearly portrays the 'Local Offer'

5. Review

This policy will be reviewed annually. It's effectiveness and implementation will be monitored by the Headteacher/Link Governor.