



WOOD GREEN
SCHOOL

SEND Policy

May 2017

School Arrangements

INTRODUCTION

Wood Green School is a fully comprehensive school and has a full range of special needs students educated on its site. The majority of these are educated within the mainstream provision of the school, and this policy outlines how their needs are managed within the school. Wood Green School also hosts the West Oxfordshire MLD unit. This is managed by the Head of the Achievement Centre, and admissions are agreed by a panel consisting of the head teacher, the unit manager, the Educational psychologist and a county officer. The unit is funded separately to main school SEND. Students within the unit are on the school roll, and are fully integrated pastorally in the school. Academically they spend a proportion of their week within the unit, a proportion integrated into mainstream lessons, and a proportion in discrete groups taught by main school staff.

The unit is staffed by 2 specialist teachers, one Higher Level Teaching Assistant (HLTA) and Teaching Assistants (TAs).

The final group of students who receive their education on the Wood Green site are students with severe learning difficulties who are members of Springfield school. There is some movement between Springfield school and the MLD unit.

DEFINITION AND AIMS

Definition

High quality teaching that is differentiated and personalized will meet the individual needs of the majority of students. Some students need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A student has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a student has a significantly greater difficulty in learning than the majority of students of the same age in Oxfordshire schools, or a disability that makes it hard for them to access facilities within the school.

Aims

We at Wood Green School believe that each student has individual and unique needs. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have special educational needs at some time in their school career. Many of these students may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Wood Green School aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every student to experience success
- to promote individual confidence and a positive attitude

- to ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review students' progress and needs
- to involve parents/carers in planning and supporting at all stages of their student's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.
- Wood Green School has adopted the Oxfordshire Dyslexia Policy
 - **Safeguarding**
- “Working Together to Safeguard Children” sets out how individuals and organisations should work together to safeguard and promote the welfare of children. The guidance has been updated since the previous version, which was published in 1999, to reflect developments in legislation, policy and practice. The guidance is addressed to all practitioners and front-line managers who have particular responsibilities for safeguarding and promoting the welfare of children, and to senior and operational managers in organisations that are responsible for commissioning or providing services to children, young people, parents and carers. The SEND department fully comply with this guidance and follow the policies and procedures set out in the college’s Safeguarding policy. All external activities are risk assessed and child protection policies sought. All staff involved with interventions have been CRB checked.

ROLES AND RESPONSIBILITIES

Provision for students with SEND and Medical Needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND and Medical Needs in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body**, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for students with special educational needs. It maintains a general overview and has appointed a representative who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any student with SEND
- all staff are aware of the need to identify and provide for students with SEND
- students with SEND join in school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students
- they report to parents on the implementation of the school's SEND policy through the Governors' Annual Report to Parents
- they have regard to the requirements of the Code of Practice for Special Educational Needs (DfE 2014)
- parents are notified if the school decides to make SEND provision for their student
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND.

Governors play a major part in school self-review. In relation to SEND, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for students with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the special educational needs co-coordinator
- the deployment of all special educational needs personnel within the school

She also has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole, e.g. through Monitoring Quality review meetings Parts 1 and 2.

The **special educational needs coordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-coordinating the provision for students with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify students with special educational needs
- ensuring that appropriate detailed assessments and observations of students with specific learning problems are carried out.
- supporting class teachers in devising strategies, drawing up Student Profiles, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- liaising with the Head of the Achievement Centre re: the Moderate Learning Difficulties unit over the placement of attached students.
- maintaining the school's SEND register and SEND record
- assisting in the monitoring and evaluation of the progress of students with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- managing and supporting the professional development of HLTAs and TAs
- liaising with the SENCOs in receiving schools and primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- including students with SEND in the classroom, and providing an appropriately differentiated curriculum. They can draw on the members of the SEND Department for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting students with SEND
- giving feedback to parents of students with SEND.

Teaching Assistants work as part of a team with the SENCO and the teachers, supporting students' individual needs, and helping with the inclusion of students with SEND within the class. They play an important role in implementing targets and monitoring progress. They contribute to review meetings and help students with SEND to gain access to a broad and balanced curriculum.

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND

- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.
- In addition to these responsibilities, HLTAs will take responsibility for planning, delivering and monitoring effective literacy and numeracy interventions, being the lead professional for one category of SEND students in the school and line managing some TAs.

Lunchtime supervisors are given any necessary information relating to the supervision of students at lunchtime. They raise issues in relation to behaviour management and other issues for particular students through the Heads of Learning Community who in turn communicate these to the SENCo

CO-ORDINATING AND MANAGING PROVISION

At Wood Green School:

- sharing of expertise is welcomed and encouraged
- Special educational needs are a part of the school development plan
- SEND is a regular item on staff meeting agendas.
- the SENCo meets formally with TAs each half term to review progress
- the SENCo ensures that regular meetings are held 3 times a year to review targets and provisions and that parents are involved
- there is daily informal contact between all staff to monitor individual students and to discuss concerns
- students are involved as far as practicable in discussions about their targets and provision
- the SENCo ensures that the following information is easily accessible to staff:
 - ☞ the school's SEND policy
 - ☞ the SEND register
 - ☞ an overview of SEND provision from the school prospectus
 - ☞ the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - ☞ copies of the students' profiles are available on the school system

ADMISSION ARRANGEMENTS

Wood Green School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with SEND, in accordance with the Local Authority admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LA must provide a place unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

Admissions to the MLD unit are decided by an admissions panel comprising of headteacher, the Head of the Achievement Centre, the educational psychologist, and a county officer.

SPECIALISMS AND SPECIAL FACILITIES

At Wood Green School:

- all teaching staff are qualified teachers who are able to teach students with SEND. Additional training and advice for teachers, HLTAs and TAs are made available when necessary and appropriate, particularly training and advice to meet the specific needs of an individual student
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in each classroom
- all staff are kept well informed about the strategies needed to manage students' needs effectively, and we try to ensure that other students understand and respond with sensitivity
- student support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required
- the school has been adapted to provide easy access for wheelchairs, and toilet and washing areas
- the school hosts the MLD unit and Springfield at Wood Green. Specialist staff and accommodation support these students.

Identification And Assessment And Provision

ALLOCATION OF RESOURCES

All schools in Oxfordshire receive funding for students with SEND in four main ways:

- all teaching staff are experienced teachers who are able to teach students with SEND & Medical needs. Additional training for teachers, HLTAs and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual student.
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in each classroom.
- all staff are kept well informed about the strategies needed to manage students' needs effectively, and we try to ensure that other students understand and respond with sensitivity.
- student support aims to encourage as much independence as possible within a safe and caring environment.
- we have access to the expertise of LA services and other agencies if it is required.
- the school has been adapted to provide easy access for wheelchairs, toilet and washing areas.

The headteacher, SENCo and the governors of the school regularly monitor the needs of students with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to

the terms outlined in the resulting EHCP of SEND. The school has a continuing commitment to purchase appropriate resources for students with SEND.

Wood Green School follows OCC guidance, as given in the SEND Handbook, to ensure that all students' needs are appropriately met.

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice (DfE 2014) outlines a graduated response to students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of students with SEND and circulated to all staff. Where concern is expressed that a student may have SEND, the subject teacher and support staff in connection with the SEND co-ordination team take early action to assess and address the difficulties. The Oxfordshire Moderation Handbook descriptors are used to decide whether the level of provision.

Categories of Special Educational Need

Students' needs and requirements fall into four broad areas but individual students may well have needs which span two or more areas. For example, a student with general learning difficulties may also have communication difficulties or a sensory impairment.

Code of Practice needs	Categories
Communication & Interaction	Speech, Language and Communication needs. Autistic Spectrum Disorders including Autism and Aspergers.
Cognition and Learning	Learning difficulties Specific Learning Difficulties e.g. Dyslexia, Dyspraxia, Dyscalculia.
Social Emotional and Mental Health difficulties.	Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder.
Sensory and/or Physical	Hearing Impairment Visual Impairment Physical Impairment Multi-sensory Impairment

SEND and the Behaviour Policy

When the behaviour of a student with identified SEND is causing concern, consideration will be given as to whether the education provision is contributing to this behaviour. Only after fully reviewing the individual child's needs in relation to the incident would the school consider a Fixed Term Exclusion if the actions of the student presented a serious breach of the Behaviour Policy, but a provision review will take place following an exclusion. If a student with identified SEND is at risk of permanent exclusion through the Behaviour Policy, a review meeting with the student, the family and professionals, including the SEND Officer, will be held to consider appropriate placement to avoid permanent exclusion. If relevant, an Emergency Annual Review will be held. The school will aim to avoid the permanent exclusion of a student with identified SEND by considering alternative routes. If a permanent exclusion is necessary and appropriate, using the criteria set out in the Behaviour Policy, external agencies and the SEN Officer for the school will be kept fully informed.

Supporting Students with Medical Conditions

Where students with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting students at school with medical conditions (DfE, 2014)

Review

Reviews of students at SEND support are normally carried out three times a year. Students are fully involved. Parents are invited, but if they cannot attend, they may arrange to meet the SEND review lead at a later date. Normally, TAs, Head Of Learning Community, tutors and subject staff are invited to provide brief written input prior to the meeting. Copies of the review form are sent to parents who are unable to attend.

Annual Reviews

For students with Education Health Care Plans, an Annual Review Meeting is held in addition to the two termly reviews. At this meeting, consideration is given to whether the EHCP should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original EHCP, are invited to attend or submit a written report.

EVALUATING SUCCESS

Parents/guardians, staff and students meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and subject coordinators
- Analysis of student tracking data and test results – for individual students
- for cohorts
- Value-added data for students on the SEND register
- Monitoring of procedures and practice by the SEND governor three times a year

- School self-evaluation
- Monitoring the quality of Student Profiles and review meetings
- The School Improvement Plan

Arrangements for complaints

If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance.

Partnership Within and Beyond the School

STAFF DEVELOPMENT

The school and childcare are committed to gaining further expertise in the area of Special Needs education. Current training includes school-based whole school INSET, training sessions for HLTAs, TAs and lunchtime supervisors, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond to the particular needs of the school.

Arrangements for the induction of NQTs and new staff into the school's policy and SEND procedures are detailed in the Staff Handbook.

Partnership with parents

Our school believes that good communication between parents/guardians and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling students with special educational needs to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Interviews and Special Needs Review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of students with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

The staff at Wood Green School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress. Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's

behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records. Parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the HOLC or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND & Medical information and leaflets/audio guides are available in a number of community languages through the school or Oxfordshire Parent Partnership Service (OPPS).

The voice of the child

All students are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. In Wood Green School we encourage students to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some students, so it is important to recognise success and achievements as part of the review process as well as addressing any difficulties. Students are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect the student's evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident young students, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students during the school years. At Wood Green School, we encourage students to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to TAs and teachers about their learning
- class and individual reward systems

Every Child Matters focuses on the well-being of students and young people from birth to age 19. The Government's aim is for every child, whatever their background or their circumstances are to have the support they need to: be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This means that the organisations involved with providing services to students – from hospitals and schools, to police and voluntary groups – will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively. The SEND Department fully incorporate the ECM agenda into their working practices and ensures all their documentation complies with the five outcomes.

Links with other agencies, organisations and support services

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENCo, and with

the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use. The SENCo holds contact addresses and request forms for other agencies and support services.

Links with other schools and transfer arrangements

Transfer and links with other schools

- SEND records are transferred following county procedures.
- there are opportunities for all students to visit us prior to the induction process as part of our pre-induction package for students with SEND
- Students with SEND needs are given additional visits, if required, so that they will become more confident in the new situation.
- The SENCo will meet with the parents of any prospective year 7 students who wish to discuss provision for their children. Vulnerable induction days are held prior to the whole school induction days.
- The SENCo, where possible, attends the final annual review of Year 6 students with EHCPs and some at SEND Support who will be attending Wood Green School the following academic year.
- The SENCo, and other outside agents meet prior to transfer to year 6 in order to discuss students being transferred and any strategies that would facilitate success for them.

Monitoring and Review

The implementation of this policy will be monitored by the SEND Governor.

This policy will be updated in line with new initiatives together with any streamlining of school processes.

This policy will be reviewed in two years.