



Special Educational Needs and Disability (SEND) Policy

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Learning | Effort | Aspiration | Respect | Nurture | Wellbeing

SEND Policy

Aims

Wood Green School is a fully comprehensive school that recognises each student has individual and unique needs. The school is committed in ensuring all students realise their potential, through a broad, balanced and relevant curriculum that provides equality of opportunity and enables high achievement for all students regardless of specific need or academic ability. We aim to create an educationally exciting and positive environment in which all students can develop to their full potential and become confident, independent individuals.

Introduction

Wood Green School has a full range of special needs students on its site. The majority of these are educated within the mainstream provision of the school. In addition, there are two other groups of students covered by this policy:

Wood Green School hosts the West Oxfordshire Moderate Learning Difficulties (MLD) Unit, known as the Achievement Centre; this is managed by the Head of the Achievement Centre. Parents and carers, along with the primary school SENDCo and SEN Officer, express an interest for a place, which is agreed by the Oxfordshire County Council Moderation Panel followed by consideration at a County Admission Policy (CAP) meeting. The Achievement Centre is funded separately to the main school SEND. Students within the Achievement Centre are on school roll and are fully integrated pastorally in the school. Academically they spend a proportion of their week within the Achievement Centre, a proportion integrated into mainstream lessons, and a proportion in discrete groups taught by mainstream school staff. The Centre 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. Springfield School is an autonomous school co-located with Wood Green School. An agreement as to how co-location works is reviewed annually.

This policy primarily focusses on how the needs of students in mainstream provision are managed, and also outlines the provision for students in the Achievement Centre. Students at Springfield are not the responsibility of Wood Green School and therefore are not covered in this policy.

Rationale

The Governors and staff of Wood Green School accept the duties and responsibilities placed upon them by the Children and Families Act (2014), the Equalities Act (2010) and have adopted the principles of the 2014 SEN Code of Practice with regard to children with special educational needs and disabilities (SEND).

Children have special educational needs if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Children are not 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.

The school also aims to encourage a culture of peer support and inclusion that encourages strong friendship groups for students with SEND.

The objectives of the policy are:

- To develop a close partnership with parents, so that their knowledge, views and experience can be used to help the school to assess and provide for their children;
- To involve the student in their own learning and to take into account the ascertainable wishes of the students concerned in order to provide more effectively for them;
- To promote, on behalf of all SEND students, the most effective classroom practices and teaching and learning styles.

Roles and Responsibilities

	Responsibility
Governing Body	Involving and engaging the whole school community in understanding and implementing the policy. Setting objectives and monitoring progress.
Headteacher	Overall responsibility for the policy, its implementation and liaison with the governing body, parents/carers, the LA and for the appointment of a member of staff who will have overall responsibility for the implementation of this policy.
SENDCo	<p>Contribute to the strategic development of the SEND policy and provision;</p> <p>Line management of the Achievement Centre;</p> <p>Manage the SEND team;</p> <p>Liaise with and advise colleagues on all matters relating to SEND,</p> <p>Oversee the review and maintenance of ECHP Plans and records for all SEND students;</p> <p>Oversee the day-to-day operation of the school's SEND policy;</p> <p>Co-ordinate and map provision for SEND students;</p> <p>Deliver and quality assure the Review Cycle for SEND students;</p> <p>Liaison with parents/carers and external agencies;</p> <p>Assess and co-ordinate training and support for staff and parents/carers.</p>
Head of Achievement Centre	<p>Manage the Achievement Centre team;</p> <p>Review the EHCP plans of Achievement Centre students;</p>

	<p>Liaise and advise colleagues who work with Achievement Centre students;</p> <p>Liaison with parents/carers of Achievement Centre students.</p> <p>Liaise with Oxfordshire County Council regarding admissions of students to the Achievement Centre</p>
Teaching Staff and Curriculum Support staff	<p>Understand the fact that all teachers are teachers of children/young people with SEND;</p> <p>Plan, prepare and deliver teaching to meet the needs of all learners, including those with SEND;</p> <p>Demonstrate awareness of the needs of individual students and strategies to overcome potential barriers to learning;</p> <p>Track and monitor student progress and share information with others, including parents as required;</p> <p>Participate in training and share good practice.</p>
Parents/Carers/Community	<p>Inform the school of any issues promptly and work with school staff to implement agreed strategies;</p> <p>Attend relevant parents' meetings/reviews meetings.</p>
Students	<p>Participate in discussions about their needs, their targets and their progress.</p> <p>Contribute to their review meeting.</p> <p>Follow advice and guidance provided by school staff;</p> <p>Try hard in lessons and with homework, asking for help if it is required.</p>

Admission Arrangements for students in mainstream provision

Wood Green School strives to be a fully inclusive place for young people to learn together. It acknowledges the range of issues that may affect a student's development.

All students are welcome, including those with SEND, in accordance with the school admissions policy.

General Provision

Provision for students with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and their personal development.

- All teaching staff teach students with SEND. Training for staff is provided as part of the staff development programme and there may be additional training provided to meet the specific needs of an individual student;
- Differentiated resources are used to ensure access to the curriculum.

- Staff are kept well informed about the strategies that are needed to manage a student's needs effectively, and other students are encouraged to understand and respond with sensitivity.
- Support for students is provided, but young people are encouraged to be as independent as possible within a safe and caring environment.
- The school can provide access for wheelchairs, there are power assisted doors and access to a disabled toilet and washing area.
- The school can access support from the LA and other agencies as required.

Procedures for the Identification of Students with Special Educational Needs

At Wood Green, every attempt is made to identify students with SEND as promptly as possible, so that appropriate support can be provided.

There is liaison with the partnership of primary schools in order to identify students with SEND who will be joining the school in Year 7.

Further identification takes place as appropriate, through information from subject teachers, Head of Year, Pastoral Support Workers and Curriculum Support Staff.

SEND audits are carried out to ensure that the correct students are identified at the correct levels.

Assessment, Monitoring, Record Keeping and Review Procedures

The SEND Code of Practice recognises four broad areas of need:

- Communication and Interaction (C&I): this includes students who have speech, language and communication difficulties, slower processing difficulties and includes students with autism spectrum conditions;
- Cognition and Learning (C&L): this includes students who have learning difficulties, for example, dyslexia, dyspraxia and dyscalculia;
- Social, Emotional and Mental Health: (SEMH);
- Sensory and/or Physical: this includes students who have visual (VI), or hearing needs (HI), or a physical disability that affects their learning (PD).

Assessment of students' needs are made by SEND staff in collaboration with subject staff, with reference to primary school records and liaison with primary school teachers where possible. Students' needs are moderated using the OCC SEN Guidance:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educattionandlearning/specialeducationalneeds/SEND/CompliationSecondaryGuidance.pdf>

Once identified, students fall into two main categories:

- Students who have an Education, Health and Care Plan (EHCP)
- Students who have an identifiable special educational need (K)

These are developed into a Student Profile and accessible to all staff. The progress of the students is then monitored through whole school reviews and SEND review meetings a year. EHCP plans are reviewed annually.

Students and Parents/carers are invited to these review meetings and asked to contribute during the process.

Partnership with Parents/Carers

Wood Green School values effective liaison and communication with parents and carers. The school acknowledges that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Liaison with parents takes place in the following ways:

- The SENDCo is present at all parents' evenings;
- Parents and carers are invited to attend all review meetings;
- Parents/carers receive copies of review reports;
- Ongoing informal communications about individual students.
- Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher at a mutually agreed time.

Student Voice

Once students have been identified as having a special educational need, they are consulted about their needs. Students are encouraged to participate in all decision-making processes, including the setting of learning targets and transition. Students are encouraged to attend all or part of their review meetings.

Teaching and Learning

Once students have been identified as having a special educational need a Student Profile is produced in collaboration with the SENDCo, student and parent/carer, which is then shared with class teachers.

Support may include:

- In class support to enable students with identified special educational needs to have access to the curriculum and to increase their performance level in the supported subject;
- Specific interventions – these target different areas of needs, for example, literacy, numeracy and social skills development;
- Tutorial support – students may receive additional support with class, homework, spelling or organisation.
- Individual Programmes - specific interventions, such as Fresh Start, LEXIA and Reading and Thinking are offered on an individual basis to meet specific identified needs ;
- Targeted support for specific issues, such as self-esteem, anxiety, anger management etc.

Additional information can be found in the School Offer

Links with External Agencies

External agencies play an important part in supporting the school to identify, assess and make provision for students with special educational needs.

The school works closely, when appropriate, with the school Educational Psychologist, Attendance and Engagement team and other external agencies. In addition, the school seeks advice and input from specialist advisory teaching services, such as Communication and Interaction and other health, social services and voluntary agencies when appropriate.

Staff Development and Appraisal

Wood Green School has a strong commitment to gaining expertise in the area of Special Educational Needs and provides ongoing training and support for colleagues:

- Whole staff training sessions as part of a planned programme or in response to specific need;
- Regular training sessions for TAs and Specialist HLTAs;
- Members of the team attend partnership and LA network and training events;
- Newly appointed and newly qualified staff meet the SENDCo to discuss SEND procedures and to share best practice as part of their induction.

All staff are expected to have a target for their appraisal relating to the programme of vulnerable learners.

Monitoring the success of the SEND Policy

To monitor the effectiveness of this policy we will: -

- SEND focussed learning walks.
- Through whole school review data collection, include specific progress data and attitudes to learning of SEND students
- Collect progress data from all specific interventions
- Collect specific teacher comments for SEND students as part of the school review process.
- Ensure that SEND students are included in work scrutinies
- Gather student voice feedback during SEND review meetings

Evaluating the success of the SEND Policy

We will use the information from monitoring to evaluate: -

- Progress data showing that SEND students are making progress;
- The impact of interventions show that students have more age appropriate scores on standardised testing;
- SEND students are happy and engaged, using data on attitudes to learning and student voice

Review of the SEND Policy

The policy will be reviewed annually with regard to local and national guidelines.

Reference Documents and Related Guidance

- SEND Code of Practice (2014)
- Identifying and Supporting Special Educational Needs in Oxfordshire schools and settings (May 2014)
- Children and Families Education Act (2014)
- Special Educational Needs (SEN): A Guide for parents and carers (DfE revised 2009);
- Oxfordshire County Council Inclusion Handbook
- The Equalities Act (2010)
- Oxfordshire County Council Local Offer