



The Woodland Academy Trust

Revealing the champion within

“growing in our thinking, learning and feeling together”



SEND POLICY AND INFORMATION REPORT

Approved by: Board of Trustees **Date:** September 2019

Next review due: Autumn 2020

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

In the Woodland Academy Trust we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils 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.

The Woodland Academy Trust aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. We particularly aim to:

- Enable every pupil to experience success
- Promote individual confidence and a positive attitude
- Ensure that all pupils, 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
- Ensure high quality teaching provision for children with SEND which includes inclusive practice and the removal of barriers to learning
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Identify, assess, record, and regularly review pupils' progress and needs
- Involve parents/carers and pupils in planning and supporting at all stages of their development
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained
- Ensure staff undertake high quality training to support the delivery of SEND provision

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO in each school is:

Knockhall	Northumberland Heath	Peareswood	Willow Bank
Ms Desai	Mrs Rouse	Ms Campney	Mrs Roscoe
01322 382053	01322 334638	01322 332379	020 83201900

They will:

- Work with the Head and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and teaching of a high quality
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous settings and potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Work with the Head and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with respect to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Supporting class teachers in devising strategies, planning interventions, monitoring impact of interventions, agreeing outcomes appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- Ensuring that teachers are liaising with parents/carers of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Head and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Assuring the governing body that the school website publishes the school's SEND offer in accordance with the Code of Practice.

4.3 The Head

The Head will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND
- Keep the governing body informed about SEND issues.

4.4 Class teachers

Each class teacher is responsible for:

- Having a knowledge of the pupils who have been identified as having special educational needs and ensuring a termly ILP is in place to address the child's needs
- Promoting inclusion in the classroom and giving each child every opportunity to succeed, including those with SEND
- Using differentiation and a variety of strategies and approaches in order to maximise the achievement of all pupils including those with SEND
- Monitoring the progress of individual pupils in order to identify areas where a pupil is not progressing even when the teaching style has been differentiated
- Ensuring advice from external agencies is used appropriately to support children with SEND

- Working closely with any teaching assistants or specialist staff to plan, organise, deliver and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Facilitating reviews of pupils with their parents and sharing pupil progress and attainment in all subjects
- Building strong relationships with parents and carers of children with SEND
- Ensuring they follow this SEND policy

4.5 Teaching assistants

The role of the teaching assistant is to:

- Be aware of children with SEND within the class
- Assist and support the classroom teacher in the delivery of a broad and balanced curriculum
- Follow the daily planning set out by the classroom teacher
- Assist the classroom teacher in the delivery of targeted support for SEND children
- Be aware of the targets on each child's ILP
- Provide intervention programmes for SEND children as directed by classroom teachers or senior leaders in school
- Where working 1-1 with a child promote the child's independence as well as develop their learning.

Midday supervisors are given any necessary information relating to the supervision of SEND pupils at lunchtime.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our Trust currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a pupil will receive SEND support.

5.3.1 SEND Support Plan Meetings (SSPM)

SSPMs are held three times per year for all children identified at the SEND support stage.

- Each class teacher will be given release (as appropriate to the number of children in class identified) to meet with the parents and complete the SEND Support Plan/ILP which is completed using the EduKey management information system. This plan is discussed and shared with the SENDCO.
- Prior to each meeting, the class teacher gathers information on progress, gaps in learning, and current targets in preparation for sharing with the child's parents/carers.
- Pupil's Views should be completed prior to the meeting where possible and shared as part of the discussion.

If parents/carers do not attend the meeting, the pastoral team support the class teacher in contacting the parent/carer to rearrange the meeting.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for secondary school

In supporting our pupils in transition to secondary school, we ensure the following:

- SEND records are transferred
- There are opportunities for all pupils to visit their prospective secondary school
- Pupils with SEND are given additional visits, if required and where possible, so that they will become more confident in the new situation
- Representatives from local secondary schools are available for consultation before the time for transfer
- For pupils with an EHC Plan, the pupil's statement is amended early in the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 6, the parents'/carers' views and preferences and the response to consultation by the LA with the schools concerned
- The SENDCO of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named.

In supporting our pupils in transition within the school, we ensure the following:

- Teachers liaise closely when pupils transfer to another class within the school
- Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- The Foundation Stage teachers liaise with pre-school settings and staff to discuss pupils with SEND when they are about to start school.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Each school will provide a range of interventions that are continuously reviewed to ensure that they have the required impact to improve children's outcomes. Please see our Teaching and Learning framework for more information on this, and our SEND Provision Guidance.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Each of our schools have a range of Teaching Assistants who are trained to deliver various interventions. Support for learning might include Teaching Assistants supporting pupils on a 1:1 basis and in small groups.

Each school also works with a range of agencies to provide support for pupils with SEND e.g. Speech and Language, local authority teams.

5.9 Expertise and training of staff

The school is committed to constantly improving and updating expertise in SEND:

- The SENDCO attends fortnightly inclusion meetings within the trust in order to develop practice
- Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- Reading and discussion of documentation and SENDCO/teacher meetings are considered to be part of staff development, as well as a time to share information
- The SENDCO and other staff attend Local Authority meetings and INSET when relevant
- Newly appointed teaching and support staff meet the SENDCO to discuss SEND procedures in the school.

5.10 Securing equipment and facilities

Children's needs are assessed on an individual basis and any identification of recommended equipment/facilities are discussed and, as appropriate, put into place.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please also see our Admissions Policy, our Accessibility Plan and our Equality Information and Objectives.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in a range of ways, including the following:

- Therapeutic interventions
- Anger Management
- Self Esteem through Art
- Nurture Group
- Family support

We have a zero-tolerance approach to bullying.

We use a range of assessments e.g. Strengths and Difficulties questionnaire and Boxall Profiles to measure baseline and progress outcomes additional to academic data.

5.14 Working with other agencies

We work with a range of agencies to support identified needs across our schools, including:

- Early Intervention Team (EIT) (Bexley): Local Authority support team comprising of an Educational Psychologist, SEMH Support, Additional Needs Advisor and an advice and moderation partner
- School Nurse
- ASD advisory team
- HI advisory team
- VI advisory team
- Speech and Language Therapists
- Occupational Therapists
- New Horizons Federation (Bexley) – SEMH focus
- IMAGO – Young carers focus
- CAMHS – SEMH focus

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints procedure.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 The Local Offer

Our local offer is published on each school's website.

The local authorities' local offer can be found at Bexley Borough <http://www.bexleylocaloffer.uk/> and Kent County Council <https://www.kent.gov.uk/education-and-children/special-educational-needs>

6. Monitoring arrangements

This policy and information report will be reviewed by the Executive Head Teacher for Inclusion every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Trustees.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality Policy and objectives
- Supporting pupils with medical conditions