



Special Educational Needs and Disabilities Policy

Document Owner:	Deputy Headteacher
Approval Date:	22 nd March 2023
Approved by:	Academy Council
Review Date:	1 st September 2023
Version:	1.0

Contents

At Woodhey High School our vision is:	3
Special Educational Needs and Disability Policy	4
Introduction	4
Legal Framework.....	4
Definitions.....	5
Roles and Responsibilities.....	5
Roles and Responsibilities of the Academy Council	6
Roles and Responsibilities of the Headteacher	6
Roles and Responsibilities of the Special Education Needs and Disabilities Coordinator (SENDCo)..	6
Roles and Responsibilities of the Assistant SENDCo (Lead Teacher for the Resourced Provision)	7
Roles and Responsibilities of Class Teachers	7
Roles and Responsibilities for Teaching Assistants.....	8
Procedures and Policies	8
The Local Offer	8
Training	8
Inclusion	8
Referral and Identification Procedures.....	9
SEND Register and Student Profiles.....	9
Removing Barriers to Student Progress.....	9
The School’s Graduated Response.....	10
Transition	10
Allocation of Resources.....	11
Admissions Arrangements	11
Complaints	11



At Woodhey High School our vision is:

To be a centre of excellence, where students, staff and the community are proud to work together to broaden our horizons, exceed our aspirations and where everyone achieves their full potential.

#TeamWoodhey

At Woodhey High School, we have two key values that drive our actions, our choices, and our decisions.

These are:

Respect

We treat everyone as we wish to be treated ourselves; we are all part of the same team.

Excellence

We strive to be the best we can be at all times; nothing but the best is good enough for us.

Underpinning our values are two clear expectations.

These are:

Respect every member of staff and student in our community, following all instructions without answering back.

Being excellent by being prepared for, and completing all work to the best of our ability without distracting others.

We are a team made up of our staff, our students, our parents and carers, and our wider community. Our vision, values and expectations apply to all of our community.

Teamwork is the secret that makes common people achieve uncommon results (Ifeyanyi Enoch Onuoha)

#TeamWoodhey



Special Educational Needs and Disability Policy

Introduction

This policy is designed to ensure that Woodhey High School meets its duties, obligations and principle equality values to provide a high-quality education to all of its students, including those students with Special Educational Needs and Disabilities (SEND), ensuring that all students benefit from an excellent quality of education and a rich, diverse and enjoyable enrichment opportunities.

Our SEND Policy aims to:

- Promote equal opportunities.
- Foster good relationships between students with SEND and those without.
- Sets out how our school will support students with SEND.
- Explains the roles and responsibilities of everyone involved in supporting students with SEND.

Part of our school vision is ensuring that all students exceed our aspirations and achieves their full potential. We are committed to ensuring this for all students, and particularly those with SEND. All professionals working with students with SEND at Woodhey High School will share high aspirations of all students, and have a good understanding of what effective support is, in enabling all students to achieve their full potential and to appropriately prepare students for adulthood.

The SENDCo, Senior Leadership Team and Academy Council have established a clear picture of the resources available for students with SEND. They will consider the strategic approach to meeting the needs of SEND students in the context of the resources available.

The school always strives for the fundamental principles set out below:

- The needs of SEND students will normally be met in our mainstream school.
- The views of the parents or carers and student will be sought and taken into account.
- Parents and carers have a vital role to play in supporting their child's education.
- Students with SEND will be offered full access to a broad, balanced, challenging and relevant quality of education.
- Meeting the needs of students and young people with SEND successfully requires partnership between all those involved, including the school, parents and carers, students, Local Authority and health and social care.
- SEND provision will emphasise high expectations and be measured on both the happiness of the students and their academic progress.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- 'Special Educational Needs and Disability Code of Practice: 0 to 25 years,' Department for Education (DfE), 2015
- Children and Families Act, 2014 (Part 3)
- Health and Social Care Act, 2012
- Equality Act, 2010
- Equality Act, 2010 (Disability Regulations, 2010)
- Education Act 2002



Similarly, the policy has due regard to other statutory and non-statutory guidance, including, but not limited to the following:

- 'Supporting Students at School with Medical Conditions,' DfE, 2017
- 'Keeping Children Safe in Education,' DfE, 2022
- 'Working Together to Safeguard Children,' DfE, 2018
- 'Schools Admissions Code,' DfE, 2021

Definitions

Special Educational Needs and Disabilities (SEND) are defined by the SEND Code of Practice as:

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

For this policy, a student is defined as having a SEND if they have a:

- Significantly greater difficulty in learning than most other students of the same age
- Difficulty in accessing the curriculum, either temporarily or longer-term, which calls for special education provision to be made for them (in accordance with the SEND Code of Practice)
- Disability or health condition that prevents or hinders them from making use of the educational facilities used by peers of the same age in mainstream schools.

It should be noted that behavioural difficulties should not automatically lead to a student being identified as having SEND. Instead, the school will look at barriers to a student making progress to form a view as to whether the behavioural difficulties are symptomatic of an unmet need.

Special Educational Provision means:

'Educational provision that is additional to, or otherwise different from, the educational provision made generally for students of their age group. The SEND Code of Practice suggests that it is helpful to see students' needs and requirements as falling within the broad areas identified below:

- Communication and interaction: this includes children with speech and language delay, hearing impairment, and those who demonstrate features within the autistic spectrum
- Cognition and learning: this includes children who demonstrate features of moderate, severe, profound or specific learning difficulties, such as dyslexia, dyscalculia or dyspraxia
- Social, emotional and mental health difficulties: this includes children who may be withdrawn, disruptive or disturbing, display high levels of anxiety, are hyperactive or lack concentration.
- Sensory and/or physical needs: this includes children with sensory and/or physical difficulties.

Roles and Responsibilities

In order to enact this policy, there are roles and responsibilities that groups within school are required to perform. These are detailed below.



Roles and Responsibilities of the Academy Council

- Ensure there is a named Academy Council member with responsibility for SEND who can support and challenge the school's leadership team and its SENDCo on the SEND policies and practices across the school
- Support the quality assurance of policies and practices, including compliance with the Local Authority's Local Offer
- Visit the school regularly to gain a clear understanding of the school's quality of provision for students with SEND, including reviewing records, speaking to leaders and other relevant staff, speaking to students and observing practices around the school. This will be reported back to the Academy Council
- Ensure that students are not discriminated against due to their SEND needs.

Roles and Responsibilities of the Headteacher

- With the support of the Academy Council and SENDCo, ensure that the school has an appropriate SEND Policy and that it is enacted across the school.
- Ensure that staff receive appropriate training to be able to meet the needs of students across the school and that all students benefit from quality-first teaching and high expectations, particularly those with SEND.
- Consider the impact of all policies and practices on students with SEND.
- Regularly review the impact of the school's provision, policies and practice on students with SEND across all areas (including, but not limited to: the quality of education, behaviour, attendance, and personal development) and make necessary adjustments and provide additional support when required
- Establish a culture of high expectations for all students, but particularly those with SEND.
- Report to the Academy Council in line with reporting timelines about the provision for and progress of students with SEND

Roles and Responsibilities of the Special Education Needs and Disabilities Coordinator (SENDCo)

- Ensure that those who are teaching or working with students with SEND are aware of their needs and are able to appropriately meet these needs in the relevant contexts.
- Develop close links with all stakeholders involved in the supporting of students with SEND, including, but not limited to: the Local Authority, parents and carers, primary colleagues, and post-16 providers to ensure excellent provision at all times, including during key transitions for students.
- Ensure parents and carers are kept informed of any changes to their child's educational provision at the earliest opportunity.
- Support the Headteacher in the development and enactment of the school's SEND Policy
- Strategically coordinate the provision made to support students with SEND, including those who have an Education, Health and Care Plan (EHCP) and those who are marked as 'K' on the SEND register.
- Oversee the collation, dissemination and enactment of the school's SEND register.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be very familiar with the Local Offer and ensure this is well delivered.



- Ensure that all records for students with SEND are kept up to date and stored securely.
- Provide training to staff involved in supporting the needs of students with SEND, including both teaching and non-teaching.
- Support the training provision for teachers to ensure that all SEND students benefit from quality-first teaching and high expectations in the classroom.
- Provide direct line management to the Assistant SENDCo, Teaching Assistants and SEND administrative staff.
- Raise standards in all areas of school (including, but not limited to: progress, behaviour, attendance and personal development) of students with SEND

Roles and Responsibilities of the Assistant SENDCo (Lead Teacher for the Resourced Provision)

The Assistant SENDCo will also act as the Lead Teacher for the Resourced Provision, providing the strategic leadership for the students who access this provision.

- Lead the Resourced Provision (RP)
- Support the whole-school provision for students with Autism Spectrum Condition (ASC), including, but not limited to: delivering training, providing support, liaising with external agencies and parents and carers
- Raise standards in all areas of school (including, but not limited to: progress, behaviour, attendance and personal development) of students with SEND
- Support the line management of the SEND team, including Teaching Assistants and SEND administrative staff where required.
- Support the training provision for teachers to ensure that all SEND students benefit from quality-first teaching and high expectations in the classroom.
- Ensure that students who access the RP receive a curriculum that is broad, balanced and appropriately challenging, but also meets their individual needs

Roles and Responsibilities of Class Teachers

It is important to note that all teachers at Woodhey High School are teachers of SEND.

- Be aware of the SEND needs of students in their classes and plan appropriately to meet these needs at all times, ensuring that all students benefit from quality-first teaching in every lesson and that high expectations are evident for all students, regardless of need, and including those with SEND.
- Provide information as required on the progress and engagement with education of students with SEND.
- Ensure that every student with SEND receives the same challenging curriculum as their peers, and provide excellent support for students to access this.
- Work closely with the SENDCo to meet the needs of students, seeking advice when necessary, and informing of any changes in engagement or any causes for concern through the school's reporting channels (CPOMS).
- Be accountable for the progress, behaviour and attendance of students with SEND in their classes.
- Be fully aware and enact with absolute consistency the school's policies and procedures for students with SEND.



Roles and Responsibilities for Teaching Assistants

It is important to note that Teaching Assistants (TAs) share responsibility for students with SEND with every other member of staff across the school, and that TAs are not solely responsible for this support.

- Support students with SEND across the school.
- Ensure they are aware of the curriculum requirements of the students they are supporting to ensure that in-class support is excellent.
- Be fully aware of the needs of students with SEND and support class teachers, under their direction, in enacting this.
- Provide any necessary reports about engagement, progress, behaviour, or attendance as required.
- Contribute to the review process of students with SEND where required.
- Act as a key worker for assigned students.

Procedures and Policies

The school implements the procedures and policies as detailed below to ensure that the needs of students with SEND can be met throughout the school.

The Local Offer

The Local Authority's Local Offer can be found using the link below:

<https://theburydirectory.co.uk/send-local-offer>

Woodhey High School will support parents and carers in accessing information and services across the local area. They will be signposted to the Local Authority's Local Offer.

Training

The school will ensure that all staff are provided with regular, necessary training from a range of sources, including leaders within school, school colleagues sharing best practice and external agencies. Training will be specific to role, and will include (but not limited to), topics such as:

- Identifying students with SEND
- Supporting SEND students in the classroom
- Supporting mental health and physical needs of students
- De-escalation techniques
- Reasonable adjustments/Exams Access Arrangements
- Autism training
- Relevant training related to the school's Resourced Provision

Inclusion

Wherever possible, the needs of our students with SEND will be met in the mainstream classroom. However, where necessary, alternative arrangements and additional resources may be implemented to ensure that all students with SEND are fully included in all aspects of school life, including the



curriculum, extracurricular, and trips and visits. Decisions in relation to the above will be taken by the SENDCo, in conjunction with the Deputy Headteacher.

Referral and Identification Procedures

Early identification of students with SEND is a crucial factor in ensuring excellent support and overcoming any barriers to learning. Where a member of staff considers it necessary for a student to be assessed for SEND, they will refer to the matter to the SENDCo and provide accompanying evidence. If the school deems it necessary to request an EHCP via an application for statutory assessment, it will be with the agreement of the parents or carers.

Identifying a student who may require SEND support may occur using any of the following methods:

- Reviewing progress and academic data
- Observations of lessons, social and unstructured times
- Screening tests or assessments

SEND Register and Student Profiles

The school operates a SEND register that all staff have access to. This documents each student who has a SEND need, whether this is an EHCP or that the student is marked as 'SEND K'. Similarly, students may be added to the register for monitoring, if there are concerns that the student may have an undiagnosed need that the school is exploring. This is a fluid document and students will be added and removed, and their needs updated, as required. Where the school deems it necessary to add or remove a student from the SEND register, parents and carers will be kept informed at all stages.

Students with complex SEND needs may have Student Profiles which are shared with class teachers and TAs via ClassCharts. This documents information that is useful in building an understanding of each student, their interests and needs, and the agreed ways that teachers and TAs must meet the needs of the student in the classroom. Where class teachers and/or TAs need additional support, they must seek the advice of the SENDCo or Assistant SENDCo.

Removing Barriers to Student Progress

Where a student is identified as having SEND, the school will take action to remove the barriers to learning and put effective support in place. This support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making excellent progress. The class teacher is responsible for working with the child on a regular basis and, as such, is accountable for their academic progress. The school uses the graduated system identified in the SEND Code of Practice to ensure all students receive excellent support:

- **Assess:** The student's needs will be assessed to ascertain exactly what these are
- **Plan:** The student will be placed on the SEND register to highlight their needs to staff, and the planned strategies and adjustments necessary to support the student. Some students with complex needs may also have a Student Profile that will be shared with staff.
- **Do:** Class teachers and Directors of Faculty remain accountable for the progress of all students, including those with SEND, and including when interventions include teaching away from the



mainstream class. Teachers work closely with other professionals to ensure they meet the needs of students in the classroom, through excellent, quality-first teaching.

- **Review:** The effectiveness of the support and interventions and their impact on the student's progress will be reviewed regularly through, for example: student reports at data collection points, Parents' and Carers' Evenings, parental and carer contact, SEND meetings and other methods. Where a student has an ~~Education and Health Care Plan (EHCP)~~, an Annual Review will take place every 12 months, in conjunction with the Local Authority, to review the plan. In some circumstances, where the school has concerns about its ability to meet the needs of a student, an Emergency Annual Review may be called to seek additional support for a student.

The School's Graduated Response

The school operates a Graduated Response (GR) system to supporting students with SEND. Examples of each stage of the GR is detailed below. It is important to note that these are examples and not an exhaustive list.

Wave 1:

Excellent, quality-first teaching, where the teacher meets the needs of the student in the classroom and no additional support is required.

Wave 2:

Where it is identified that the student needs more than Wave 1 support to ensure they make excellent progress. This may be as a result of very low literacy levels, teacher, parental or carer concerns, or as the result of a screening test. At this stage, exemplar interventions are:

- Additional learning programmes, such as phonics programmes
- Small group interventions
- Smaller teaching groups/classes

Wave 3:

Where the student has significant and complex needs that require intensive support. At this stage, exemplar interventions are:

- Support by a TA
- Bespoke curriculum
- ASDAN/life skills qualifications/curriculum
- Intensive literacy support

Transition

Transition between schools is a challenging time for any student, but particularly one with SEND. Therefore, when a student is moving between schools (including from primary to secondary; between schools as an In Year Transfer; or from secondary to post-16), the following support will be provided:

- Meeting(s) between the relevant SENDCos at the different schools.
- Meeting(s) with the parents or carers to discuss their child's specific learning needs.
- Transition visits as either individuals or as small groups as appropriate.



- (For students joining Woodhey) Meeting the student's Key Worker.

Parents and carers are always advised to visit the school prior to their child joining Woodhey High School through, for example, attending the school's Open Evening, or arranging an informal visit during the school day.

To support the identification of, and supporting the needs of students joining Woodhey, the school may also complete screening tests with the sole purpose of allowing all staff to better meet the needs of the student(s).

Transition to post-16 provision will focus around preparing the student for adulthood, in line with the school's overall aims and objectives for all students, including those with SEND. This will include careers advice and mock interview practice.

Allocation of Resources

The school is funded to meet the needs of all students through its core budget, but is additionally funded to support provision for SEND through:

- Funding for specific, individual students to meet their assessed needs (normally through funding attached to their EHCP)
- Delegated and designated budgets

The school will allocate the appropriate amount of core per-student funding and notional SEND budget outlined in the Local Offer for the SEND provision of its students. Personal budgets are allocated from the Local Authority's High Needs Funding Block, and not by the school, although the school will continue to provide SEND provision from its own budgets, even if a student has an EHCP, in line with statutory requirements.

Admissions Arrangements

The Admissions Arrangements for students with SEND can be found in the Shaw Education Trust's Admissions Policy, and the school's Admission Arrangements document. Both can be found using the links below:

Shaw Education Trust Admissions Policy: <https://woodhey.bury.sch.uk/our-school/our-policies>

Woodhey High School Admission Arrangements: <https://woodhey.bury.sch.uk/parents-and-carers/admissions>

Complaints

Our aim is to build strong relationships with all of our parents and carers, including those with children with a SEND need. This means that most concerns can be met informally through conversations with one of the following people:

- The student's Key Worker
- The student's Director of Progress, Assistant Director of Progress or Pastoral Mentor
- The SENDCo or Assistant SENDCo



However, if the concern cannot be resolved in this way, the Shaw Education Trust's complaints policy can be found using the following link: <https://woodhey.bury.sch.uk/our-school/our-policies>

