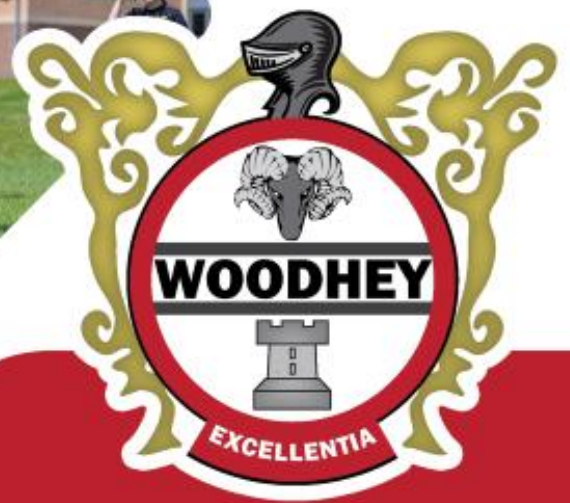




Special Educational Needs and Disabilities Policy

Document Owner:

Special Educational Needs and
Disabilities Coordinator

Approval Date:

TBC

Approved by:

Academy Council

Review Date:

1st September 2026

Version:

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Education
Trust

Contents

At Woodhey High School our vision is:	3
Special Educational Needs and Disabilities Policy	4
Introduction	4
Legal Framework.....	4
Definitions.....	5
Roles and Responsibilities.....	6
Roles and Responsibilities of the Academy Council	6
Roles and Responsibilities of the Headteacher	6
Roles and Responsibilities of the Special Educational Needs and Disabilities Coordinator (SENDCo)	7
Roles and Responsibilities of the Assistant SENDCo(s).....	8
Roles and Responsibilities of Class Teachers	8
Roles and Responsibilities of Teaching Assistants	8
Roles and Responsibilities of Parents and Carers	9
The Local Offer.....	9
Training	9
Inclusion.....	9
Referral and Identification Procedures.....	9
Supporting Students with Medical Conditions	10
Identifying the Needs of Students with EAL	10
SEND Register	11
Levels of SEND Support	11
Removing Barriers to Students' Progress	11
The School's Graduated Approach	12
Transition	13
Allocation of Resources	13
Evaluating the Effectiveness of SEND Provision	14
Admissions Arrangements	14
Accessibility Arrangements.....	14
Complaints	14
Monitoring and Evaluation	14
Storing and Managing Information.....	15



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 (Ifeanyi Enoch Onuoha)

#TeamWoodhey



Special Educational Needs and Disabilities 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 range of rich, diverse and enjoyable enrichment opportunities.

At Woodhey High School, we ensure that 'every teacher is a teacher of every learner, including Special Educational Needs' in line with the Code of Practice (2015). All teachers do not need to become specialist teachers, but they do need to take responsibility for all the learners in their classes; it will be the evolution of existing good practice.

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 achieve 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 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), including the Public Sector Equality Duty (section 149 of the Equality Act)
- 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
- 'Keeping Children Safe in Education,' DfE
- 'Working Together to Safeguard Children,' DfE
- 'Schools Admissions Code,' DfE.

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)
- A 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:

Area of Need	Description of Need
Communication and Interaction	Students with needs in this area have a difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the Autism spectrum often have needs that fall into this category.
Cognition and Learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: - Specific learning difficulties which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia - Moderate learning difficulties - Severe learning difficulties - Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, Emotional and Mental Health (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: - Mental health difficulties such as anxiety, depression or an eating disorder



	- Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), or attachment disorder - Suffered an Adverse Childhood Experience(s) (ACE) These needs can manifest in many ways, for example, as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or Physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: - A sensory impairment such as a visual impairment, hearing impairment or multi-sensory impairment - A physical impairment These students may need ongoing and additional support and equipment to access all of the opportunities available to their peers.

Roles and Responsibilities

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 SEND Link Academy Councillor

- Help to raise awareness of SEND issues at Academy Council meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Academy Council on this.
- Work with the Headteacher and the SENDCo to determine the strategic development of the SEND Policy and provision in the school.

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 Educational Needs and Disabilities

Coordinator (SENDCo)

- The Code of Practice (2015) states that: - 'The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.' SEND 0-25 Code of Practice (2015) and that 'The SENCO has an important role to play with the Principal and Academy Council, in determining the strategic development of SEN policy and provision in the school. SEND 0-25 Code of Practice (2015)
- The SENCO is responsible for the day-to-day operation of the school's SEND policy, and coordinating the provision for learners with SEND
- 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.
- Line managing and deploying a team of Assistant SENDCOs, HLTAs and Teaching Assistants to meet identified needs.
- Advising and supporting colleagues on matters relating to SEND.
- Liaising with the relevant Designated Teacher where a looked after learner has SEND
- Provide strategic leadership for the students who access the Resourced Provision.
- 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
- 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 ([SEND Local Offer Bury | The Bury Directory](#))
- 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.
- Raise standards in all areas of school (including, but not limited to: progress, behaviour, attendance and personal development) for students with SEND.



Roles and Responsibilities of the Assistant SENDCo(s)

- Support the SENDCo in raising standards in all areas of school (including, but not limited to: progress, behaviour, attendance and personal development) for students with SEND.
- Support the leadership of the Resourced Provision, providing teaching and learning for students who access this provision.
- Lead and have strategic oversight of the planning, delivery and quality assurance of interventions and in-class support provided by both Teaching Assistants and teachers in the mainstream and Resourced Provision.
- Model the support required for students and support staff to do the same.
- Attend and lead (where appropriate) both statutory and in-school reviews for students with an Education, Health and Care Plan (EHCP) and those who are SEND K.
- Deliver training and CPD to colleagues both within and outside of the SEND team as required.
- Oversee referrals to external agencies for SEND students and those with suspected SEND across the school.
- Be a point of contact for, and support, excellent communication between school and parents and carers of students with SEND.

Roles and Responsibilities of Class Teachers

- 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 and SEND referral process).
- Be accountable for the progress, behaviour and attendance of students with SEND in their classes.
- Be fully aware of, and enact with absolute consistency the school's policies and procedures for students with SEND.

Roles and Responsibilities of 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.



Roles and Responsibilities of Parents and Carers

- Inform the school if they have any concerns about their child's progress or development. Information can be shared via form tutors and Directors of Progress, who will liaise with the SEND Faculty where appropriate.
- Share information and express their views about their child's SEND and the support provided when invited to.
- Attend and participation in review meetings as appropriate.
- Provide information about the impact of SEND support outside of school and of any changes in the student's need(s).
- Read the student's annual progress report and raise any concerns.

The Local Offer

The Local Authority's Local Offer can be found using the link below:
<https://theburydirectory.co.uk/send-local-offer>
For any email communication: Send.localoffer@bury.gov.uk

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:

- The Graduated Approach
- Identifying students with SEND
- Supporting SEND students in the classroom
- Supporting mental health and physical needs of students
- De-escalation techniques
- Trauma-informed practice
- Reasonable adjustments/Exams Access Arrangements
- Specific SEN training e.g. Autism, ADHD
- 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 (Student Experience).

Referral and Identification Procedures

Early identification of students with SEND is a crucial factor in ensuring excellent support and overcoming any barriers to learning.

Students with SEND will have learning needs or physical disabilities which make it harder for them to learn than most of their peers. For this reason, they may need extra help. For example, with their learning, with understanding of information, with remembering information, managing behaviour or organising themselves etc. This extra provision is put in place to support students to be able to access the curriculum and to make progress.

The Graduated Approach to SEND, as detailed in the SEND Code of Practice and the SEND Toolkit, underpins our approach. There are 4 areas of need where learners may have difficulties:



- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

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.

Potential short-term causes of impact on behaviour or performance will be considered, such as bereavement or friendship issues.

Where any student is not making adequate progress in learning, targeted group interventions will be implemented using a graduated approach tailored to the level of need by subject specialists and pastoral staff. When it is judged to be appropriate and the learner begins to make good progress, extra support will gradually be withdrawn, and the outcomes monitored.

Adequate progress is defined in the SEND Code of Practice as progress which:

- closes the attainment gap between the student and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- is likely to lead to participation in further education, training and/or employment

If progress still does not improve, despite these interventions, the student will then be placed on the SEND register. Parents/Carers will be informed where the student needs SEN Support and meetings, which may include telephone consultations, will be held to discuss and review provision and progress towards the set outcomes.

If Woodhey High School deems it necessary to request an Education, Health and Care Plan (EHCP) via an application for statutory assessment, it will be with the agreement of the parents or carers.

All students with an Education, Health and Care Plan will have an Annual Review to review the provision in place and required.

Supporting Students with Medical Conditions

Woodhey recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some learners may also have special educational needs and may have or an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Woodhey currently has an Accessibility Plan that can be found on the following link: [Our Policies | Woodhey High School](#)

Identifying the needs of students with EAL

'Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Woodhey High School will look carefully at all aspects of a young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.'



SEND 0-25 Code of Practice (2015)

Directors of Faculties should have arrangements in place to facilitate the integration of learners with EAL. The CGOLS file contains a section on meeting the needs of EAL learners and provides strategic ideas for the classroom, teaching and planning. The majority of EAL learners do not have SEND.

SEND Register

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' 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.

The SEND register will detail the needs of each student and the 'SEND Spreadsheet' will share the strategies, reasonable adjustments and access arrangements that class teachers must implement in the classroom to support their needs. Where class teachers and/or TAs need additional support, they must seek the advice of the SENDCo or Assistant SENDCo.

Levels of SEND Support

There are two levels of SEND support: school-based SEND provision, and students with an EHCP.

School-based SEND provision:

- Students receiving SEND provision will be placed on the school's SEND register. These students have needs that can be met by the school through the Graduated Approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible
- The provision for these students is funded through the school's notional SEND budget
- On the census, these students will be marked with the code 'K'.

Education, Health and Care Plan (EHCP):

- Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHCP. The Plan is a legal document that describes the needs of the student, the provision that will be put in place and the outcomes sought
- The provision for these students will be funded from the school's notional SEND budget, and potentially also from the Local Authority (from the high-level needs funding block of the dedicated School's Grant)
- On the census, these students will be marked with the code 'E'.

Removing Barriers to Students' Progress

Where a student is identified as having SEND, Woodhey will take action to remove the barriers to learning and put effective support in place. Woodhey follow the Graduated Approach to SEND support. The graduated approach is defined by the Code of Practice as: - 'A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.'

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 student on a regular basis and, as such, is accountable for their academic progress.



The school uses the Graduated Approach 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 by the SENDCo or class teachers. The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need(s).
- **Plan:** In consultation with the parents or carers, the student and class teachers, the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and made accessible to staff via the SEND register.
- **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. The SENDCo will support the teacher in further assessing the student's particular strengths and weakness, problem solving, and advising how to implement support effectively.
- **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 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 Approach

The school operates a Graduated Approach (GA) system to supporting students with SEND. Examples of each stage of the GA 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.

Wave 2 support provides the SEN provision, under the guidance of the definition below.

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.'

At this stage, exemplar interventions are:

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

Wave 3:



Wave 3 is also providing SEN provision that is additional or different to the provision available to all students.

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 and Teachers 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.
- Attending Annual Reviews of Year 6 students

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.

Students who transfer from KS2 to KS3 at Woodhey will undergo assessment at the beginning of Y7 to determine needs (those students previously identified by the primary schools will be included on the SEND list nevertheless they will take part in the whole year screening tests).

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, mock interview practice. Once a child has identified a post-16 provision, the SEND and Director of Progress will liaise and share all relevant information. Students may also be invited to small group or individual transition sessions.

Transition from KS3 and KS4 focuses on students selecting and starting their GCSE subject choices.

To support students upon their transition to KS4, Woodhey have the current provision available:

- Career events with external agencies
- Options assemblies for each subject/Faculty area
- Options evening
- Parents Evening (virtual)

In addition to this, meetings with SEND students and parents/carers, are offered to students to discuss option choices. These meetings may be as an annual review, virtual or face to face meeting.

Allocation of Resources

The school is funded to meet the needs of all students through its core budget, but is additional 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 first £6,000 of additional funding for SEND learners (above and beyond the average educational funding per child of £3750 (K.S.3) and £4500 (K.S.4)) should be met by the school from the dedicated schools grant. Where the value of a learner's additional needs are greater than £6,000, then the



learner is classified as having “High Needs” and an application for funding from the High Needs Block will be made to the Local Authority, following the procedure set out in the High Needs Funding Documents.

The school will allocate the appropriate amount of core per-student funding and notional SEND budget 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.

Evaluating the Effectiveness of SEND Provision

The school evaluates the effectiveness of provision for students with SEND by:

- Tracking students’ progress, including by using provision maps and academic data
- Using non-academic data available to the school, such as attendance, behaviour and Participation Logs
- Carrying out the ‘Review’ stage of the GA
- Monitoring by the SENDCo
- Holding annual reviews for students with EHCPs
- Getting feedback from students and from parents and carers.

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: [Our Policies | Woodhey High School](#)
- Woodhey High School Admission Arrangements: [Admissions | Woodhey High School](#)

Accessibility Arrangements

The Accessibility Arrangements for students with SEND can be found in the Accessibility Plan, and can be found on the following link: [Our Policies | Woodhey High School](#)

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 Progress Mentor
- The SENDCo or Assistant SENDCo(s)

However, if the concern cannot be resolved in this way, the Shaw Education Trust’s complaints policy can be found using the following link: [Our Policies | Woodhey High School](#)

To find out about disagreement resolution and mediation services with our Local Authority, please click the following link: [Compliments and complaints - Children's Services - Bury Council](#)

Monitoring and Evaluation

The school constantly looks for ways to improve our SEND provision, including this policy. We will do so by monitoring the policy annually, including updating the policy when there are any new changes in legislation, requirements or changes in procedure. This will be approved by the Academy Council.



The effectiveness of the policy will be evaluated against school Key Performance Indicators, in relation to the progress, attainment, attendance and behaviour of students with SEND, and the following other measures:

- Staff awareness of students with SEND and how to meet their needs
- How quickly students are identified as having SEND
- Whether SEND students feel safe, valued and included in the school community
- Feedback from students, parents and carers.

Storing and Managing Information

In line with Records Management Procedures, all SEND information is stored securely in school. If for any reason, information remains in school, any information relating to Statements of Special Educational Needs must be kept for 30 years after the date of birth of the child, before being shredded. Advice and information given to parents regarding special educational needs must be kept for 12 years following closure before being shredded. Learners' SEND Files must be kept for 25 years after the date of birth of the child and then reviewed.

