

# Woodhey High School

**SEND Policy**

**Updated : July 2021**



## Contents

### Part 1 Introduction

1.1	Philosophy	Page 4
1.2	Legal Framework	Page 5
1.3	Local Offer	Page 6
1.4	Definition of SEN/D	Page 6
1.4a	Communication and Interaction	Page 7
1.4b	Cognition and Learning	Page 7
1.4c	Social, Emotional, Mental Health	Page 8
1.4d	Sensory and Physical Needs	Page 8
1.4e	Conditions that do not constitute a disability	Page 8
1.4f	Promoting Mental Health and Wellbeing	Page 8
1.4g	Children with Special Circumstances	Page 9
	I. CYPIC	Page 9
	II. EAL	Page 9
1.5	Links to other policies	Page 10

### Part 2 Structural Arrangements

2.1	Roles and responsibilities	Page 11
2.1a	The Governing Body	Page 11
2.1b	The Headteacher	Page 11
2.1c	The SENCO	Page 12
2.1d	The Lead Teacher for ASC	Page 13
2.1e	Classroom Teachers	Page 14
2.1f	Teaching Assistants	Page 14
2.2	Training	Page 15
2.3	Admission arrangements	Page 15
2.4	Inclusion	Page 16
2.5	Complaints procedure	Page 16

## Part 3 Identification

3.1 Identifying SEND	Page 17
3.1a Triggers for Special Educational Provision	Page 17
3.1b The SEN Register	Page 18
3.1c New Intake Student(Y7)	Page 18
3.1d Screening in other year groups	Page 19
3.1e Referrals by parents or carers	Page 20
3.2 Provision	Page 20
3.2a Graduated Response	Page 20
3.2b Statutory Assessment & EHCPs	Page 22
3.2b i. Statutory Assessment	Page 22
3.2b ii EHCP	Page 23
3.2b iii Reviewing the EHCP	Page 24
3.3 Student profiles and reviews	Page 24
3.4 Continuous monitoring of individual progress	Page 25
3.5 Provision of an appropriate curriculum	Page 25
3.6 Provision of Curriculum Support	Page 26
3.7 Allocation of resources	Page 27

## Part 4 Partnership

4.1 In School	Page 28
4.2 Parents	Page 28
4.3 Students	Page 28
4.3a Involving Students and parents in decision making	Page 29
4.4 External support	Page 29
4.5 Between Schools	Page 30
4.6 Transfer of information	Page 30
4.6a Transferring between different phases of education	Page 31
4.7 Supporting Successful Preparation for Adulthood	Page 31

## Part 5 Monitoring and Evaluation

Sharing Information, Monitoring and Evaluation	Page 32
5.1 Sharing information	Page 32
5.2 Monitoring and Evaluation	Page 32

## Appendices

1. Definition of disability	Page 33
2. Staff referral process	Page 34
3. Statement of Intent – Resourced Provision for ASC	Page 35

# **Special Educational Needs and Disabilities Policy**

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its Students, including Students with SEND, and to do everything it can to meet the needs of Students with SEND.

Our SEND policy aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between Students with SEND and Students without SEND.
- Set out how our school will support and make provision for Students with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in supporting Students with SEND.

## **Part 1: Introduction**

### **1.1 Philosophy**

Woodhey High School strives for all-round excellence in a dynamic, secure, happy and caring community where everyone has the opportunity to achieve their highest potential for life. This is underpinned by our whole school principles of Integrity, Respect, Pursuit of Excellence, Care and Collective Responsibility.

The underlying principle of Woodhey High School's SEND Policy is inclusion and we adopt a whole school approach to this. Every teacher is a teacher of special or additional needs and every member of staff has a responsibility for supporting the inclusion of SEND Students into the school community in its widest sense.

We believe that ALL Students are entitled to an education that enables them to make progress so that they:-

- Achieve their best
- Become confident individuals with fulfilling lives
- Make a successful transition into adulthood, whether into employment, further education to higher education
- Have access to a broad and balanced curriculum
- Will have high expectations set by teachers that are deliberately ambitious
- Experience lessons planned to address potential areas of difficulty and remove any barriers to achievement

The school will work with the LA Statutory Assessment Team and other relevant external organisations within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support

- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- To monitor the progress of all Students to aid the earliest possible identification of SEND.

## **1.2 Legal Framework**

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

- Children and Families Act 2014 – Part 3
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

### **1.2b Legislation and Guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for Students with SEN and disabilities
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting Students at school with medical conditions'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

### 1.3 Local Offer

Woodhey High School will support parents in accessing information and services across the local area. They will be signposted to The Local Offer for Bury and links will be provided on the school website.

The school will keep up to date with the Local Offer, checking that it is:

**Collaborative:** Reflective of the needs of LAs, schools, parents and Students.

**Accessible:** The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to Students' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and publicised.

**Comprehensive:** Parents and Students will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

**Up-to-date:** When parents and Students access the Local Offer, it is important that the information is up-to-date.

Bury Local Offer -

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

### 1.4 Definition of Special Educational Needs and Disability (SEN/D)

#### Definitions

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

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

- Significantly greater difficulty in learning than most others of the same age.
- Difficulty accessing the curriculum, temporarily or more long-term, which calls for special educational provision to be made for them (in accordance with the SEND Code of Practice (January 2015)).
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

Students have difficulty accessing the curriculum if they:

Have significant difficulties in learning in comparison with 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.

The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A Student with a disability is covered by the definition of SEND if they require special educational provision.

#### **1.4a Communication and interaction**

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Students with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every Student with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The **SENCO** will work with Students, parents and language and communication experts (where necessary) to ensure Students with communication and interaction difficulties reach their potential.

Woodhey High School has a Resourced Provision for children with an Education, Health and Care Plan with ASD as the primary need who require an enhanced level of support in order to access a mainstream setting.

#### **1.4b Cognition and learning**

Students with learning difficulties may require support.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

The **SENCO** will ensure that any provision offered will be suitable to the needs of the Student.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **1.4c Social, emotional and mental health difficulties**

Students may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support Students with these difficulties.

#### **1.4d Sensory or physical needs**

Impairments that prevent or hinder Students from using the school facilities, such as vision impairment (VI), do not necessarily have SEND.

#### **1.4e Conditions that do not constitute a disability**

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism

#### **1.4f Promoting mental health and wellbeing**

The school will implement a Social, Emotional and Mental Health Policy.

The curriculum for PSHE will focus on promoting Students' resilience, confidence and ability to learn.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

An Educational Psychologist will be sought where a Student requires such services.

Where appropriate, the school will support parents in the management and development of their child.

The school Pastoral Team will work in conjunction with the SENCO and Curriculum Support Team to provide an enhanced offer of support for Students with SEMH.



When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the Student as best it can.

For Students with more complex problems, additional in-school support will include:

- Supporting the Student's teacher, to help them manage the Student's behaviour.
- Additional educational one-to-one support for the Student.
- One-to-one therapeutic work with the Student, delivered by mental health specialists.
- An IHP. All schools must comply with the statutory duty of caring for Students with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will also consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

## **1.4g Children with specific circumstances**

### **CYPIC**

Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The school has a designated member of staff for coordinating the support for LAC.

The designated teacher works closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

### **EAL**

The school gives particular care to the identification and assessment of the SEND of Students whose first language is not English.

It is necessary to consider the Student within the context of their home, culture and community. Where there is uncertainty about an individual Student, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when Students with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

The school will look carefully at all aspects of a Student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

### **1.5 Links to other Policies**

Please also see the policies below in conjunction with this policy.

Policies are available on the school website or via the school office.

- Accessibility Plan
- Admissions Policy
- Attendance Policy
- Anti-bullying Policy
- Behaviour for Learning Policy
- CEIAG Policy
- Child Protection and Safeguarding Policy
- Data Protection Policy
- Disability Policy
- Equality Information and Objectives
- Equality Policy
- Exam Access Arrangements Policy
- Records Management Policy
- Social, Emotional and Mental Health Policy
- Supporting Students with Medical Conditions Policy
- Word Processor Policy

## Part 2: Structural Arrangements

### 2.1 Roles and responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

#### 2.1a The Governing Body:

The **governing board** will be responsible for:

- Securing the special educational provision called for by a Student's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for Students with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments for Students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that Students with disabilities are not discriminated against, harassed or victimised, e.g. in line with an Equal Opportunities Policy.
- Preparing the arrangements for the admission of Students with SEND and the facilities provided to enable access to the school for Students with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on Students with SEND, including on their mental health and wellbeing.
- Reviewing the accessibility plan, showing how the school intends to progressively improve access over time.
- Publishing annual information, setting out the measures and facilities to assist access for Students with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of Students with SEND, the steps taken to prevent Students being treated less favourably than others, the facilities provided to assist Students with SEND, and the school's accessibility plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and Students.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a Student with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support Students at school with medical conditions, in line with the school's Supporting Students with Medical Conditions Policy.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.

#### 2.1b The Headteacher

The **Headteacher – Mr B Roadnight** - will be responsible for:

- Ensuring that those who are teaching or working with Students with SEND are aware of their needs and have arrangements in place to meet them.

- Ensuring that teachers monitor and review Students' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the Students are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for Students at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable Students.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against Students with SEND.
- Ensuring that Students with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including Students with SEND in all opportunities available to other Students.
- Consulting health and social care professionals, Students and parents to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a Student, considering the school's **Student Confidentiality Policy**.
- Reporting to the governing board on the impact of SEND policies and procedures

### 2.1c The SENCO

Woodhey High School promotes an environment where all staff have responsibility for supporting Students with SEN/D. Within this, some staff have additional responsibilities and overall day-to-day responsibility for SEND rests with a SEND Co-ordinator.

The SENDCO at Woodhey High school is Mrs Lyndsey Meechan and she holds the National Award for SEND Coordination (NASENDCO).

The **SENCO – Mrs L Meechan** - will be responsible for:

- Collaborating with the governing board and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Being the named teacher in charge of the Woodhey Resourced Provision
- Coordinating the specific provision made to support individual Students with SEND, including those with EHC plans.
- Liaising with the relevant, designated teacher where a LAC has SEND.
- Advising on a graduated approach to providing SEND support.

- Advising on the deployment of the school's delegated budget and other resources to meet Students' needs effectively.
- Liaising with the parents of Students with SEND.
- Liaising with other education providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that Students and their parents are informed about the options, and a smooth transition is planned.
- Drawing up a one-page profile of a Student with SEND.
- Disseminating information and raising awareness of SEN/D issues throughout the school.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that Students with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all Students with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of Students with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a Student's particular strengths and weaknesses, and advising on effective implementation of support.
- Managing and developing the roles of Teaching Assistants, through training and PM.

## 2.1d The Lead Teacher for ASC

The **Lead Teacher for ASC** will be responsible for:

- Supporting with the whole school provision for students with ASC, with or without a specific diagnosis
- Supporting the teaching and learning of students with ASC, working with teaching colleagues in a range of faculties and sharing appropriate strategies
- Supporting the SENCO with providing a strategic vision for the Department
- Raising standards of SEND Student inclusion, attainment and achievement by monitoring and supporting Student progress
- Advising staff with developing a broad, balanced and inclusive curriculum to help SEND learners succeed.
- Liaising with school staff about Students with SEN and, where necessary, refer Students to the appropriate external agencies for further support.
- Engaging in liaison meetings with appropriate outside agencies, under direction of the SENCO e.g. Ed Psych, Speech and Language service, etc. and to facilitate opportunities for external agencies to work with Students and staff when appropriate.

- Advising TA's of the needs of Students with learning inclusion issues and of suitable methods and strategies to remediate these needs, in particular those with ASC. This may include the modelling of good practice or support with planning and review.
- Monitoring Student progress through the use of Student profiles, one-page profiles, provision plans and other school wide or departmental assessment data to ensure that appropriate intervention strategies that raise overall standards are implemented.
- Promoting a collegiate approach so that the staff in the Department work as a team.
- Managing and deploying available resources including, under direction from the SENCO, assisting in the day-to-day line-management of staff working within the department.

## 2.1e Classroom Teachers

*“All teachers are teachers of special needs”*

Each class teacher is responsible for the progress and development of every Student in their class.

**Classroom teachers** will be responsible for:

- Planning and reviewing support for Students with SEND on a graduated basis, in collaboration with parents, the **SENCO** and, where appropriate, the Students themselves.
- Setting high expectations for every Student and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every Student achieving.
- Ensuring every Student with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the Students in their class.
- Being aware of the needs, outcomes sought, and support provided to any Students with SEND they are working with.
- Keeping the SENCO up-to-date with any changes in behaviour, academic developments and causes of concern through the referral process.
- Being fully aware of the school's procedures for SEND.

## 2.1f Teaching Assistants

**Teaching Assistants** will be responsible for:

- Supporting Students with SEN/D and the wider school population.
- Planning and delivering individualised programmes where appropriate.
- Having an awareness and full understanding of how provision detailed in a Student's EHCP and supporting with its full implementations
- Monitoring progress against targets using Student One-page profile and information on SIMS
- Assisting with drawing up individual plans for Students and any supporting information sheet development, as required.
- Contributing to the review progress, either in person or with a written report.

- Working with small groups in or out of the classroom, under the direction of the class teacher.
- Supporting Students on Educational Visits, as required.
- Jointly planning with teachers, where appropriate.
- Communicating SEN/D issues to and from the school
- Raising awareness of SEN/D issues at Departmental / school meetings.
- Keeping departmental documentation up to date.
- Acting as a Keyworker for assigned Students
- Attending meetings as required.

## **2.2 Training**

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the **SENCO** as well as external agencies, where appropriate.

Training will cover both the mental and physical needs of Students with SEND.

The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in Students
- Liaising with the school's **SENCO**
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for Students with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

## **2.3 Admission Arrangements**

Admission arrangements are outlined in the school prospectus and in the Admissions Policy, which is published on the school website.

Where appropriate, Woodhey High School supports enhanced transition both to the school and for Students moving to alternative provision or onto Post-16 provision. This could be in

the form of enhanced information sharing and meetings and also additional supported visits to the school or educational setting, dependent on the needs of the young person.

## **2.4 Inclusion**

At Woodhey High School, all Students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEN/D are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- The needs, rights and entitlements of individual Students are the focus of both an educational and social environment;
- Staff are entitled to an effective and supportive environment, consistent high-quality training, an effective learning environment and good quality advice;
- The SEND Student's family and community should work in partnership to achieve the best possible outcomes.

## **2.5 Complaints Procedures**

We aim to have a successful relationship with both our Students and parents but if we do not meet the high standards expected then the SENCO should be contacted in the first instance.

The school is committed to resolving disagreements between Students and the school.

In carrying out of duties, we:

- Support early resolution of disagreements at the local level.
- Explain the disagreement resolution arrangements in our Complaints Procedures Policy, which is listed on the school website or contact the school office to request a paper copy.



## Part 3: Identification, Assessment and Provision

### **3.1 Identifying SEND**

The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the Students.

With the support of the SLT, classroom teachers will conduct regular assessments for all Students, with the aim of identifying Students who are making less than expected progress.

Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class or year group average, from the same baseline
- Progress does not match or better the Student's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

#### **3.1a Triggers for Special Educational Provision**

Special Educational Provision may be triggered when Students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents\* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the Student's individual need(s) will be made.

*\*Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.*

*See 'definition of disability' at end of this policy.*

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at a level significantly below age expectations, particularly in Literacy or Numeracy related skills.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually deployed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND (SEND Code of Practice, January 2015). The SENDCo works in conjunction with the Assistant Headteachers for Inclusion and attends the weekly SEMH meetings where Student concerns are discussed in addition to the general SEND referral measures.

### **3.1b The SEND Register**

The school uses the **graduated response** as outlined in “The Code of Practice (2014)”. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D area located on T:Drive: Staff resources/Communal Staff documents/ Curriculum support.

All members of staff can make referrals to the SEN/D department via the school referral process. (See Appendix 2.) Information is then gathered and the appropriate pathway put in place with feedback given to the relevant members of staff and liaison with parents.

The school SENDCo and the HLTAs , together with other members of the Curriculum Support department, are available to answer any questions staff may have. General SEND questions, concerns or information can be sent to [SENDreferrals@woodhey.bury.sch.uk](mailto:SENDreferrals@woodhey.bury.sch.uk)  
The **SEND register** is published each September and is updated regularly throughout the year

There are three stages on the SEND Register: EHCP (Education, Health and Care Plan), K (SEND Support) and AN/ monitoring and information (Additional Needs). The first two stages of SEND are Census reported and will appear on SIMS and SISRA information. The Additional Needs and Monitoring category is for Students who do not meet the criteria for the official categories but for whom staff need to be aware. These Students are also monitored by the SEND Team. Up to date versions of all relevant documents are available to all staff on the shared area T:Drive: Staff resources/Communal Staff documents/ Curriculum support.

### **3.1c New Intake Students in Year 7**

#### **a. Primary Liaison**

Partner and feeder primary schools are visited / contacted throughout the year prior to transfer. Any Student identified as having a “learning difficulty” and who is on SEN Support or has an EHC plan is referred to the SENCO. Contact is then made with the primary school.

The LA notifies school about Students who are transferring with EHC plans in the spring of their Year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. The Transition Team will attend Year 5 and Year 6 Annual Review meetings, when required. This team also includes the SENCO and the HLTA link for the year group. Relevant information is disseminated to teaching staff before transfer.

**Parental meetings with the SENCO for Students with any additional needs are encouraged as is the disclosure of any key information which would support the school in meeting the young person's needs. This disclosure may happen at any point within the Student's school life.**

#### b) Initial Screening

A range of tools and opportunities are available to assist in the identification of SEN/D for new Students. These include:

- KS2 tests
- Reading, spelling, writing tests
- Academic data
- Observation undertaken by the SEND team both within the classroom and, where relevant, unstructured time
- Information gathering from all staff working with the young person
- Tests undertaken by the SENCO as identified

#### **3.1d Screening in Other Year Groups**

Other screening tests are administered when required. The above methods of identification may be used at any point during a Student's school career.

#### Individual Diagnostic Assessments

Individual diagnostic assessments are used for Students who are placed on the Summary Sheet List. A battery of tests is available in school, including the Dyslexia Portfolio, WRAT-IV, DASH, WISC, Visual Stress assessment and others. This information is made available to members of staff via the SEND area and detailed on Student profiles. Further testing is available through an Educational Psychology referral or referral to specialist assessor.

#### Staff Observation

- Members of staff consult with the SENCO if they notice Students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken. Intervention beyond an initial discussion is logged and recorded on a SEND referral form which can be found in T:Drive: Staff resources/Communal Staff documents/ Curriculum support or from the Curriculum Support Duty Office.
- These may be handwritten and returned to the Curriculum Support Duty Office and passed to the PA to the SENCo or sent electronically to the SEND referral email address – [SENDreferral@woodhey.bury.sch.uk](mailto:SENDreferral@woodhey.bury.sch.uk)

- The SENCO will analyse any relevant data and explore if the concern is linked to a subject or a holistic concern. The SENCO may then ask for additional diagnostic assessment to be undertaken by other professionals.

### **3.1e Referrals by Parents or Carers**

- We wish to develop close working partnerships with our parents and value the information shared and disclosed by our parents. We therefore encourage parents to pass on any diagnosis or concerns about your son/daughter with the SENDCo. Sharing this information ensures that, in accordance with the Equality Act, the appropriate reasonable adjustments and support can be put into place.
- Referrals and concerns from parents should be either be sent directly to the Curriculum Support Team on SENDCo@woodhey.bury.sch.uk. This information will then be passed to the relevant member of the Curriculum Support Team who will then make contact to discuss the concern in more detail. Please note that it may not be the SENDCo who responds in the first instance.
- In addition to this Parents may contact the child's Head of Year who can refer them to the Curriculum Support team for support using the staff referral system.

## **3.2 Provision**

Teaching Students with SEN/D is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the Students. The majority of Students at Woodhey High School learn and progress through these differentiated arrangements.

**A Graduated Response** is adopted for Students identified as having SEN/D. The appropriate support is provided to enable the Student to achieve adequate progress. Provision is identified and managed by the SENCO but is planned and delivered by teaching and support staff.

### **3.2a Graduated Response**

**Wave 1** - Quality First teaching by all teaching staff.

**Wave 2** - Is initiated where Students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3.1.

Criteria for Wave 2 may include:

- Low Numeracy / Literacy scores
- Key Stage 2 SATs score of 85 or lower in one or more area
- Standardised score of 85 or lower
- Teacher's observations

- Primary Teachers' comments
- A disparity in outcome, within an achievement profile
- A high number of negative behaviours or an increase in concerning behaviours
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the Student's needs

Interventions *may* include:

- Additional learning programmes such as Literacy and Numeracy
- Small group sessions.
- Nurture pathway
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- KS3 Numeracy, Literacy and science booster classes, where appropriate.
- Additional staff training.
- Teaching assistant deployed to the class to improve ratios of staff to Students

### Wave 3

Where Students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

Students are not allocated a 1:1 teaching assistant, however they may work 1:1 on particular tasks or activities depending on teacher requirements or at the SENCO's discretion.

The Student Page Profile/ One Page Profile is revised and new strategies are put in place following the involvement of Student and parents. Students are allocated a key worker, which is usually a member of the Curriculum Support team. Should the assessments identify that the Student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

### 3.2b) Statutory Assessment / Statements / EHCPs

If a Student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the Student being provided with an EHC plan. Tools such as the Manchester 'Matching Provision to Need' Tool may be used to support this process.

### **Statutory Assessment**

- The school will, in consultation with the Student's parents, request a statutory assessment of SEND where the Student's needs cannot be met through the resources normally available within the school.
- Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and Student.
- The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.
- The school will gather advice from relevant professionals about the Student concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of Students with SEND, the school will:

- Base decisions on the insights of the Student and their parents.
- Set Students challenging targets.
- Track their progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.

Where possible, Students' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Where a Student continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

If a child were to join our school from another authority and be in receipt of a Statement of SEN, we will seek to support the conversion to EHCP.

The SENCO is responsible, on a daily basis, for providing support and mentoring, allocating Students with EHCPs a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

### **3.2b i. Education Health and Care Plans (EHCPs)**

- The school will fully cooperate with the LA when research about the Student is being conducted.
- The school will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.
- If the school decides to implement an EHC plan, the parents and the Student will be informed, including the reasons for this decision.
- The school will meet its duty to provide parents or the individual student with 15 calendar days to consider and provide views on a draft EHC plan.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the Student's outcomes can be met through the school's existing provision.
- If the LA decides not to issue an EHC plan, the parents of the Student, or the Student themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- The school will admit any Student that names the school in an EHC plan or EHC needs assessment process.
- The school will ensure that all those teaching or working with a Student named in an EHC plan are aware of the Student's needs and that arrangements are in place to meet them.
- All reasonable provisions will be taken by the school to provide a high standard of education.
- Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- The school will specify the outcomes sought for a student in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
- The school will ensure that each Student's EHC plan includes the statutory sections outlined in the 'SEND Code of Practice: 0 to 25 years', labelled separately from one another.

If a Student's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.

Thereafter, the governing body or Headteacher will request the LA to conduct a re-assessment of a Student whenever they feel it is necessary.

- The school will ensure that any EHC plan information is kept confidential and, on a need,-to-know basis.
- Information regarding a Student's EHC plan will only be shared with other educational institutions if the Student is transferring there, for the institute to develop an individual learning plan.
- The school will take steps to ensure that Students and parents are actively supported in developing and reviewing EHC plans.
- Where necessary, the school will provide support from an advocate to ensure the Student's views are heard and acknowledged.
- The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

### **3.2b ii. Reviewing the EHC plan**

The school will:

- Cooperate with the relevant individuals to ensure an Annual Review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least **two** weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the Annual Review meeting.
- Cooperate with the LA during Annual Reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst Students and their family.
- Seek advice and information about the Student prior to the Annual Review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within **three** weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and Student that they have the right to appeal the decisions made in regards to the EHC plan.

### **3.3 Student Page Profiles and Reviews**

The strategies that will be employed at Wave 2, Wave 3 and for Students with EHC plans are recorded in the Student Profile and Tracking Sheets reflecting provision that is additional to, or different from, normal differentiated provision. Most Students with SEN/D have a Student Page Profile, also known as a One Page Profile and their progress is closely monitored by the SENCO.

Information could include:

- Access Arrangement information
- Additional provision to be put in place
- Suggestions for strategies within the classroom and throughout the school day
- Any reasonable adjustments that should be adopted.
- The views of the young person , including their strengths and challenges.
- Data referring to attainment and specific needs.



The student Profile is communicated to all staff that support the Student's learning, and each profile is accessed by staff through Provision Maps. Significant changes to need or provision or key information is shared through the Pastoral bulletin or through direct communication with specific teachers and or school staff.

Student Page Profile Sheets are reviewed and updated, with staff invited to contribute to the process where appropriate .

Prior to SEND reviews, staff are consulted for responses to the following:

- Outlining the steps, they have taken to support the Students in their learning and the effectiveness of this support
- Current assessment information
- General observations
- How well any targets have been achieved
- Future concerns / targets

Both teaching and support staff are approached prior to EHCP review to share their views in order to ensure a holistic picture is obtained.

### **3.4 Continuous monitoring of individual progress**

Monitoring of individual progress is completed rigorously by whole school tracking and individual reviews, screening tests and through ordinary whole school procedures.

### **3.5 Provision of an appropriate curriculum**

Through their departmental development plans, the SEF and in conjunction with SEN statements and EHC Plans, provision for Students with SEN/D is regularly reviewed and revised.

It is the responsibility of individual departments and faculties at the school to ensure that the requirements of the National Curriculum are met for those Students with SEN/D in partnership with the Curriculum Support Department.

A named link TA3 is allocated to main school curriculum faculty areas to establish a link between Curriculum Support and the Faculty area.

### **3.6 Provision of Curriculum Support**

The Curriculum Support Department can help subject areas in the following ways (although this is not an exhaustive list):

#### **a) Curriculum development:**

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials
- Selection / design of teaching strategies.

#### **b) Support teaching:**

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

#### **c) Withdrawal**

Some Students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of Students is kept to an absolute minimum, in accordance with the Woodhey High School inclusive ethos.

At Woodhey High School, we recognise that many of the outcomes stated within an EHC Plan may be better addressed outside of the main classroom environment. We offer specific 'Outcomes' sessions for these Students as part of their weekly timetables.

#### **d) In-service Training**

- The SENCO provides INSET for NQTs, new staff and other staff as appropriate on The Code of Practice and SEND procedures at Woodhey High School.
- Individual departments can ask for INSET from the SENCO as required, for specific purposes or generic training.
- Whole school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.
- Departmental training is responsive to the needs of the Students, the staff and the school.

### **3.7 Allocation of Resources**

The school is funded to meet the needs of all their Students through its core budget but is additionally funded to support provision for SEN/D through:

- Deprivation and underachievement factors, based on the number of Students receiving free school meals and those underachieving on entry.
- Funding for specific Students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Student Premium Grant

#### **Funding:**

- 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 LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a Student has an EHC plan.

#### **Capitation:**

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for Students with additional needs.

## **Part 4: Partnership**

### **4.1 In school**

- The SENCO liaises closely with individual members of the SLT, Heads of Faculties and Departments and Heads of Year. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEN/D issues are discussed and disseminated.
- Information around SEND is shared with the whole school as required. Copies of all information shared is stored in T:Drive: Staff resources/Communal Staff documents/ Curriculum support

### **4.2 Parents**

Woodhey High School actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets are available for parents on request.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers and formation tutor and support evenings where progress is discussed with formation tutors.
- Effective communication is achieved through regular contact with home either through letters, telephone calls, email or the Student's planner.
- New parents can attend the Open Evening in the winter term prior to transfer and also the Year 6 Welcome Evening in the July before joining Woodhey.
- Meetings will be held as requested

### **4.3 Students**

Woodhey High School acknowledges the Student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.
- Student views are gathered through discussions for Student Page Profiles and through Student Voice.

### 4.3a Involving Students and parents in decision-making

Parents of Students with SEND are encouraged to share their knowledge of their child; the Headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the Student involved.

Decisions about education will not unnecessarily disrupt a Student's education or any health treatment underway.

The planning that the school implements will help parents and Students with SEND express their needs, wishes and goals, and will:

- Focus on the Student as an individual, not allowing their SEND to become a label.
- Be easy for Students and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the Student's strengths and capabilities.
- Enable the Student, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

### 4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the Student. The main external support agencies used by Woodhey High School include (*this is not an exhaustive list*):

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS), also known as Healthy Young Minds (HYM)
- The School Nurse
- Services for the Visually Impaired
- Services for the Hearing Impaired
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- The Parent Partnership (IAS)

- Outreach support services from other Greater Manchester schools
- One Education for Learning and Behaviour Support

#### 4.5 Between Schools

The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-network' meetings.
- At Shaw Education Trust network meetings
- Through the Whole Education SEN project and triad partnerships
- On the transfer of a Student with SEN/D.
- Through discussion and consultation with other SENCOs

#### 4.6 Transfer Arrangements

- All documentation about special needs included in a Student's record is transferred between schools. The SENCO deals with specific enquiries.
- Additional induction days are arranged as required for all Students with SEN/D and vulnerability factors.
- The records of Students who leave at the end of Year 11 are kept and stored in school until the age of 25 and will be transferred on request to post 16 provision.
- Representatives from the intended post 16 destinations are invited to the Year 11 Transfer SEND Reviews.
- Documentation relevant to the last Review is forwarded to Post 16 placements.
- The school will engage with secondary schools and FE providers, as necessary, to help plan for any transitions.
- The school will transfer all relevant information about Students to any educational institution that they are transferring to.
- If a Student has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.
- If it is in the best interest of the Student, the school may commission alternative provision, in line with any EHC plans in place, for Students who face barriers to participate in mainstream education.

#### **4.6a Transferring between different phases of education**

EHC plans will be reviewed and amended in sufficient time prior to a Student moving between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase.

The review and amendments will be completed by 31<sup>st</sup> March in the calendar year of the transfer at the latest for transfers into or between schools.

The key transfers are as follows:

- Primary school to secondary school
- Secondary school to Post-16 Provision or apprenticeship

#### **4.7 Supporting Successful Preparation for Adulthood**

The school will ensure that Students are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

The school will take an active role in preparing Students with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

The school will ensure that it meets its duty to secure independent, impartial careers guidance for Students in Years 8-11, including:

- Discussing preparation for adulthood in planning meetings with Students and parents from Year 8.
- Helping Students and their families prepare for the change in legal status once a Student is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for Students with SEND.
- Helping Students and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for Students with SEND to make successful transitions.
- The school will implement a Careers Policy, (CEIAG Policy) which will include details on how the school will work with Students with SEND to ensure they are prepared for the workplace.

## Part 5: Sharing SEND Information, Monitoring and Evaluation

### **5.1 Publishing and Sharing information**

- The school will publish the SEND Policy on our website.
- The governing board will publish details of the SEND information report on the website.

### 5.2 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of Students and parents or carers, particularly at meetings.
- Recorded views by teachers on Students' competence, confidence and social acceptability.
- Measurable or observable gains from Students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEN/D.
- The SENCO reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from departments, outside agencies
- Number of complaints received.

Approved:

Next review:



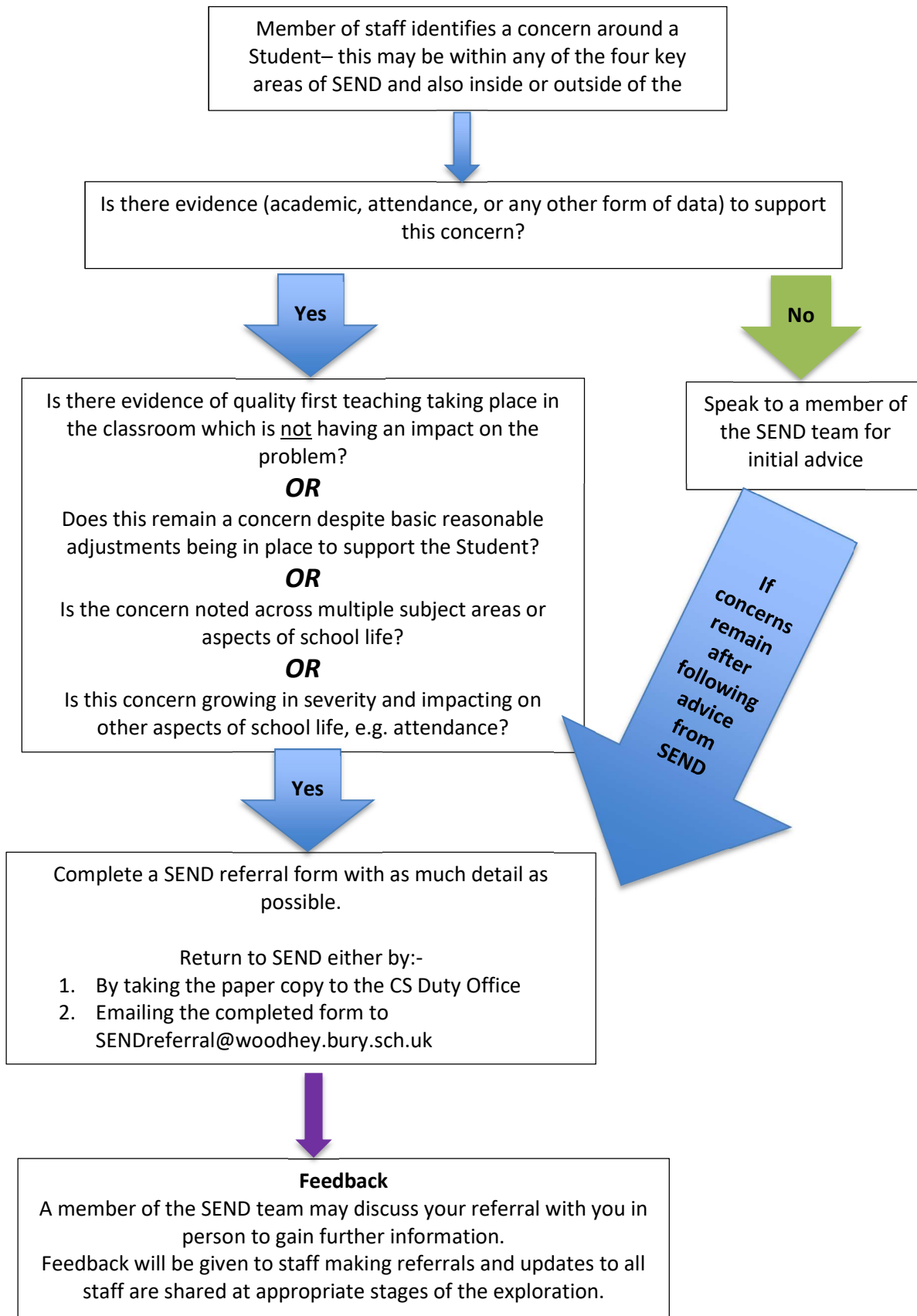
## Appendix 1

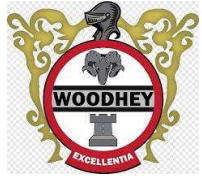
### *Definition of Disability*

<b>Discrete SEN</b>	<b>Both SEN &amp; Disability</b>	<b>Disability</b>
<i>Mild dyslexia</i>	<i>Long term motor impairment</i>	<i>Asthma</i>
<i>Emotional, behavioural difficulties – social factors</i>	<i>Learning difficulties</i>	<i>Diabetes</i>
<i>Mild Dyspraxia</i>	<i>Hearing impairment/ deaf</i>	<i>Cancer recovery</i>
<i>Minor speech impairment</i>	<i>Visual impairment / blind</i>	<i>Mental health issues</i>
<i>Mild learning difficulties</i>	<i>Incontinence</i>	<i>Disfigurement</i>
	<i>Significant Dyslexia</i>	<i>Eating disorders</i>
	<i>Epilepsy</i>	<i>Lack of limbs</i>
	<i>Non-verbal</i>	<i>Sickle cell anaemia</i>
	<i>ADHD</i>	<i>Morbid obesity</i>
	<i>Autism / ASC</i>	<i>Very short stature</i>
	<i>Mental health</i>	

## Appendix 2

### Staff Referral Process





## **Woodhey High School – Resourced Provision for ASC.**

### Key Staff

Mrs LM Meechan – SENCO and lead teacher for the Resourced Provision.

Ms E Foster – Lead Teacher for ASC

Mrs T Coward - HLTA with responsibility for the Resourced Provision

Mrs C Chappell – HLTA with responsibility for the Resourced Provision

### Welcome

Welcome to Woodhey High School's Resourced Provision. Our Resourced Provision is a 15 place provision for students who have a diagnosis of Autism and are in receipt of an Education, Health and Care Plan. Our aim is to ensure the students reach their full potential within a mainstream school and have the same opportunities as everyone else that attends our school.

### What is a Resourced Provision?

The Resourced provision is a specialist 'unit' within the mainstream of the school, to support students who have a diagnosis of Autism (ASC). A Resourced Provision provides additional specialist facilities for a small number of students.

Resourced Provisions cater for students with EHCPs who need a mainstream curriculum, but have difficulties accessing mainstream lessons for reasons related to their Autism (such as sensory needs, restrictive or repetitive behaviours, social interaction and communication difficulties). They will require a specialist environment within a mainstream school to support their access to the curriculum and activities offered by the school.

Resourced Provisions are places reserved at a mainstream school for students whose primary need is ASC and who require adaptations to the environment in order to access the curriculum. Students learn within mainstream classes, but require a base offering more specialist support and facilities around the school.

Each student will have a bespoke programme to suit their needs. The aim for the students within the provision is to access mainstream lessons as much as possible.

The Resourced provision is open throughout the day including break and lunch time and students can access the provision when they need it. A member of the Curriculum Support Team will always be available for the students to access if they are having difficulty within lessons.

## Autism Friendly school

As part of our offer support for young people with ASC, we are working towards becoming an Autism friendly school. We also offer support to the mainstream students in school who have a diagnosis of Autism who may be struggling for a variety of reasons. This support will enable the students to specialist additional support such as Social skills interventions, Time out cards, Sensory support and interventions, use of the Sensory area, quiet area etc. All of these are subject to revision and are an agreement with the SENCO. This is based on an individual basis.

## What is Autism?

Autism is a lifelong developmental disability that means people may have difficulties with communication, social interaction and emotional regulation. They may engage in repetitive behaviours, routines and activities. These difficulties can make daily life challenging.

Autism is a spectrum condition and can affect people differently. Like all people, students with Autism have their own strengths and weaknesses. People with autism see, hear and experience the world differently. Some examples that can be strengths are attention to detail, creativity, special interest (expertise), novel approaches, and ability to absorb and retain facts. An important fact to remember is that people with Autism are unique like everyone else and can go on to have a very successful career and life with the correct support in place.

## ASC (Autism Spectrum Condition)

Individuals with ASC (Autism Spectrum Condition) can find it difficult to communicate and interact with other people. Some individuals with ASC can experience difficulties understanding sarcasm or ambiguous, indirect language. This can make it difficult to make sense of what people are saying or misinterpret some social situations. Understanding and using nonverbal communication can also be challenging for some individuals with ASC. For example understanding facial expressions and knowing when it is ok to interrupt or join a discussion.

Many of these difficulties can present challenges for students with ASC in the classroom. Students in the RP will be able to access regular Outcomes intervention to help them feel confident and supported to achieve the outcomes noted within the EHCP. This support involves creation and review of a Student Page Profile, liaising with parents/carers, The young person, teaching staff and observation in lessons. Where appropriate, this may also contain a communication passport

document. Students might access either 1:1 support, group intervention or both depending on needs.

## How do we get a place at Woodhey Resourced Provision?

Admissions in the resourced provision are decided by Bury Local Authority in consultation with Woodhey. All students must have an Educational Health Care Plan and a diagnosis of ASC. If you feel a place at Woodhey's Resourced Provision is the right place for your child it is important that you speak to the SENCO at your child's primary school and during their Annual Review ensure that this is discussed as part of the Annual Review process. It is also strongly encouraged that you and your child visit Woodhey during this process and request that a representative from Woodhey attends your child's EHCP review in Year 5 and 6.

During the application process please ensure that you specify a preference of Woodhey Resourced Provision rather than Woodhey High School. Please remember Woodhey does not pick the students, this decision is up to the Local Authority. The school finds out if your child has a place the same time the parents do if not afterwards.

## Interventions available within the Resourced Provision include:

- Personalised work station with the Resourced Provision
- Personalised Outcomes session (1:1 or small group)
- ASDAN
- Sensory diet
- Speech and language therapy
- Horticulture
- Life skills
- Emotional regulation
- Social skills
- Homework support
- Additional PSHE and keeping safe lessons
- Social stories
- Comic strip conversation
- Art Therapy
- Drawing and Talking therapy
- Locker within the Resourced Provision
- ELKLAN trained staff and support