

Special Educational Needs (SEN) Policy & Information Report

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This document forms part of our commitment to promoting emotional wellbeing and mental health. It has been reviewed and updated to be sure it:



- is consistent with our vision and strategy
- protects and promotes emotional wellbeing and mental health

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1. Introduction

This SEN policy and information report is designed to:

- Set out how our school will support and make provision for all our students
- Explain the roles and responsibilities of key staff

2. Aims & Objectives

2.1 Aims

The SEN Code of Practice (Jan 2015) states that all children and young people are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals fulfilling their lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Our philosophy is one that supports the belief that all students, irrespective of need, are entitled to a curriculum that is broad, balanced and accessible. All of our policies respond to the SEND of the students and this should be read in conjunction with all other policies. There is a list of policies and other documents that are referenced in this policy, in Section 7, including information about where these might be found.

The governing body and teaching staff do their utmost to ensure that the necessary provisions are made for all students.

2.2 Objectives

- Ensure that all students' needs are met effectively so that they are given equal access to a broad, balanced and relevant curriculum.
- Teaching and Learning is differentiated and in some cases highly personalised so that students are given every opportunity to achieve high standards and make good progress from their individual starting points.
- Take the views, wishes and feelings of the student into account, and involve them as fully as possible in decision making about their education and future.
- Recognise the strengths and achievements of all students and celebrate these in a variety of ways.
- Ensure that all staff accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for students with a range of needs.

- To deliver training and support to all staff in order to develop out practice within the guidance set out on the SEN Code of practice
- Work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- Work closely and flexibly with a range of outside agencies in order to maximise the chance for every child to reach his/her potential

3. Legislation & Guidance

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

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

This policy also complies with our funding agreement and articles of association.

4. Definitions

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

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and Responsibilities

5.1 The Governing Body will:

Support the Headteacher in developing an environment and curriculum that promotes the effective education of all students with SEND, including academic, social & emotional development

Hold the Headteacher to account for the delivery of this education

5.2 The Headteacher will:

Lead the school in delivering an effective education for all students with SEND

Ensure the school and all its staff continually develop and evolve their practice to achieve the best possible outcomes for students

5.3 Teaching staff will:

- Take responsibility for the progress and development of every student in their class

- Work closely with school support staff, pastoral staff and relevant outside agencies to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Senior Management Team (SMT) to review each students' progress and development and decide on any changes to provision
- Take responsibility for their own professional development; actively participating in training arranged by the school as well as considering wider reading and training they might usefully employ in their work
- Ensure they follow this SEND policy

5.4 All other staff will:

- Ensure that the focus of their work, whatever their role, remains the advancement of the students in our care
- Actively participate in professional development organised or recommended by the school

6. SEN information report

6.1 The kinds of SEND that are provided for

The Woodlands Academy provides for students from the ages of 4 years to 16 years who have a range of moderate to severe learning, communication and social and emotional needs. Many of the students have additional needs associated with autistic spectrum condition, medical conditions, sensory impairments and other conditions. The Woodlands Academy purpose is to educate and care for children with SEND (Special Educational Needs Disabilities), as the only children admitted to this school have SEND identified in an Education Health Care Plan (EHCP).

6.2 Consulting and involving students and parents

Open dialogue with students and parents is essential to successful outcomes for the students in our care. This dialogue may begin informally even before an admission request is received. We are happy to meet with the parents of prospective students and make arrangements for them to visit the school to view our facilities, meet with a member of our team and discuss how our environment and approach might support their child.

Daily communication is encouraged this can be through the use of a home/school planner, emails or telephone calls. Class Do Jo is also used within the semi- formal classes to aid communication and the school uses Facebook and Twitter to communicate on more general items. Parents are invited to comment on or question any aspect of school that they are unsure or unhappy about. We will seek to respond to all such comments or questions quickly.

All students are baselined by school staff within the first few weeks of admission and throughout their schooling in order to assess and ensure progress is being made.

Annual review meetings are arranged to discuss all aspects of a student's EHCP and will include parents and all professionals involved with the student. This formal meeting will look at progress in all aspects of the student's life, and set short and longer term outcomes for the future.

Regular parents' groups are organised to support parents in their understanding of what we do and ways in which they might support their child. In the past these have covered topics including Autism Awareness, Sensory, health and well being, as well as input from outside

agencies such as the school nurse, Learning Disability Team and the Well Being In Mind Team.

Apart from any training or information-giving aspect, such gatherings form a valuable opportunity for parents to offer their views to the school and others and develop mutually supportive groups between parents.

Students' views are equally important. We will ensure that we are careful to consider how a student might express this. Often, where verbal communication is absent or poor, behaviour may be a student's key communication tool. However, this may even be the case for our more articulate students. Behaviour that challenges will always be discussed in this light. What might this student be trying to communicate?

More formal consultation of parents may happen via meetings, email, postings on our website and an annual survey of parents via post. These may be a general gathering of parents' views or related to a specific question (e.g. consultation on changes to the school day or review of our Relationships & Sex Education Policy).

For students, formal questions may be addressed via a ballot or through the termly meetings of our school council. The school council is made up of one or two elected representatives from each class within school and is chaired by school staff. Our school also has a student wellbeing group that discuss specific issues around student wellbeing and ways to continue to develop

6.3 Assessing and reviewing students' progress towards outcomes

Comprehensive information about our approach to assessment can be found on our website in our Assessment Policy.

Within this you will find that we have developed:

- A comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Regular monitoring of the progress and development of all students through the analysis of PIVATS 5 data; CASPA data, MAPP, SCERTS, Level of Engagement, progressions maps showing progress in each curriculum subject and through the review of the Education Health Care Plan outcomes, which are central to setting targets in the form of termly Personalised Learning Intentions for each students. Some students are assessed using the THRIVE baseline which identifies areas of significant need and crucially provides suggested approaches for staff to adopt.

6.4 Supporting students moving between phases and preparing for adulthood

We are aware that any transition is potentially difficult for students with SEND. In order to ensure that support for them and their families is in place we ensure that we approach transition into and out of the Academy with equal care.

When a student joins the Academy, there will be a planned transition period to allow the student to spend time in school with key staff. However, all students moving to any new class in school will receive a transition booklet, outlining the changes of rooms, staffing and other students in order to support them and their parents in understanding the transition.

We will always seek to communicate directly with any previous schools to help us to identify how best to manage transition and to check that any Safeguarding information we require has been shared appropriately.

For students arriving mid-term we will arrange a visit, wherever possible. In consultation with parents we will then agree whether or not a gradual transition into school would be beneficial. This might even include support from staff currently assigned to a student form

their current school. As with other aspects of our work; transition will be designed to meet individual needs.

For students leaving the Woodlands Academy, at the end of YR11 or before, we will ensure we have significant contact with their new school/college so we might offer information and practical support that will help deliver a smooth transition.

6.5 Our approach to teaching students with SEND

Through appropriate curriculum provision, we respect that students have:

- Have a range of educational, behavioural and social emotional needs
- Require a range of strategies to allow them to engage in learning
- Need a range of experiences and approaches to their learning

6.6 Adaptations to the curriculum and learning environment

Our curriculum ensures that students enjoy:

- Access to the National Curriculum, modified to meet the students' needs.
- Our curriculum is specifically designed to meet the diverse needs of all of our students and includes extra-curricular activities.
- Particular attention is given to communication, literacy, numeracy, social and emotional development, life skills and preparation for adulthood.

The school website provides detailed information about our curriculum and other learning opportunities <http://woodlands.n-yorks.sch.uk/>

6.7 Additional support for learning

Is provided for all students in the form of:

- Small group and individual teaching which allows for individualisation of activities therefore taking account a student's particular strengths, weakness and interests.
- Specific approaches to support individual learning styles and communication needs these include TEACCH, Picture Exchange Communication and makaton.
- Interventions – all students will receive some interventions either class based; Lego Play, 'zones of regulation' or 1:1 intervention work such as sand play.

6.8 Expertise and training of staff

The Leadership Team will take active steps to ensure that all staff are both aware and adhere to the aims and outcomes in this policy. This will be reflected in the framework of professional development and staff training.

Staff have specific training and expertise in a range of strategies used to teach students with SEND and ongoing training keeps staff up to date with current practices. Specific staff have expertise in:

- Curriculum subjects
- Autism
- Makaton
- PEC's
- Managing challenging behaviour
- NAPPI
- Outdoor Education

- SCERTS
- MAPP
- Zones of Regulation
- Lego Play
- THRIVE
- Compass Buzz
- Sensory Integration
- Boxall
- Nurture programme
- So safe
- ADHD
- PDA
- Trauma
- Teenage Brain

6.9 Securing equipment and facilities

As a Special school, The Woodlands Academy is funded at a level intended to allow us to buy or rent equipment and facilities that support the education of students with SEND.

However, where such funding is insufficient to secure a particular piece of equipment that is identified as being essential/important for a student, our Senior Leadership Team will seek additional funding from appropriate bodies using supporting evidence from the EHCP.

Where projects related to our facilities require additional funding, our Business Support Manager will seek support from the relevant branch of government and/or charitable bodies.

On an informal basis, a member of our support staff leads on fund-raising. This may be in the form of applying for grants from government/charities or arranging/coordinating fundraising efforts within the Academy & the wider community. Ideally, for each fund-raising effort, The Academy will identify, in advance, a specific project/facility/piece of equipment as the focus.

6.10 Evaluating the effectiveness of SEND provision

As a Special School, every analysis, is by definition, analysis of our SEND provision.

We evaluate the effectiveness of provision for students by:

- Reviewing students' individual progress towards their targets each term
- Reviewing the impact of interventions
- Using Curriculum Progression maps to measure progress
- Analysing data for cohorts/classes checking progress against national, regional and in-house expectations
- Holding annual reviews for all students
- Using the School Development Plan (see website) to identify our priorities and how we will achieve them.

6.11 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

Our entire curriculum is designed to overcome barriers to learning. Overcoming barriers to accessing activities outside the classroom is no different.

Throughout the year all students will be given the opportunity to access sporting activities both within school and outside. We regularly enter teams in a variety of sports and activities outside school ensuring that we find festivals, tournaments and activities that allow all students in school access. This ranges from multisport activity days targeting our least able students and including a range of accessible and adapted games/sports to entry into a national competition for Netball and Swimming.

All classes have access to the school minibus and use this to ensure that students enjoy activities outside the classroom and away from our site every week.

Classes are all given the opportunity for swimming lessons at least once each year. Some of our semi- formal students access swimming once weekly for a significant part of the school year.

Some students are given the opportunity to enjoy residential trips for outdoor adventurous activities.

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

6.12 Support for improving emotional and social development

Emotional and social development is central to a student's time with us. It is integral to every day with students encouraged to interact appropriately with others and support each other.

All staff model appropriate behaviour for students.

We have a zero tolerance policy to bullying. This is not merely reactive; our annual kindness week (anti-bullying week) will help to raise awareness of issues and available support. Our continued commitment to creating an accepting and inclusive environment means this is revisited often. See our kindness policy for more details.

To support this hidden curriculum we have a number of lessons, programmes and interventions where emotional and social development are overtly targeted.

These include:

Lessons related to

- Relationships & Sex Education (RSE)
- Personal Social & Health Education (PSHE)

Interventions based on:

- Lego intervention
- THRIVE
- 'Zones of Regulation'
- sand play

6.13 Working with other agencies

Over a number of years we have formed close working relationships with a number of outside agencies in order to support our students and their families. We are always open to new ideas and welcome contact from agencies who are working in support of children and young people and their families.

Our school Doctor visits school regularly to run clinics in school inviting parents to meet and discuss ongoing health needs. These appointments are designed to support the annual review of EHCPs. Our school nurse is available to discuss individual concerns and offer advice.

As necessary we also work closely with vision and hearing support staff.

We work closely with children's social care to ensure the children in need and those subject to child protection orders receive the best possible care and attention from staff and potential problems are highlighted and dealt with promptly.

The Learning Disability Service (LDS) supports a number of students and their families in supporting their health needs. We support LDS by providing a venue for them to work and meet with students and parents. We share information and may monitor and report progress in specific areas. LDS support us in-turn in some key areas of our work, for example by supporting and advising our staff around our teaching of RSE.

Speech and Language Therapists (SaLT) are also supported to work within our building so that students can work in a familiar environment. In addition, targets generated by SaLT will be used to form the basis of own speech and language work within school. This means that a student receives joined-up support in improving their communication. Regular communication between SaLT and school staff ensures that progress is closely monitored.

Our arrangements with physiotherapy services and occupational therapists are organised similarly with staff in school supporting any programme devised by a therapist to ensure students benefit.

We also receive support from our educational psychology team provided by the Local Authority as appropriate for specific individuals.

6.14 Complaints about SEN provision

As described earlier, we encourage open and regular dialogue with parents at all stages of their child's time with us. It is hoped that the relationships we build would allow for concerns to be addressed quickly and efficiently. However, should a parent feel they need to complain about our SEND provision, in the first instance, we would ask that they contact our Head teacher. If the matter cannot be quickly and satisfactorily addressed at this stage, parents should refer to our Complaints Procedure - Information for Parents, which can be found on our web-site.

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

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

6.15 Contact details of support services for parents of students with SEND

Many students and their families have access to significant support networks on arrival at The Woodlands Academy. However, where this is not the case or changes in circumstances mean that additional support is available we will always support students by:

- signposting services for parents; &/or
- supporting parents to complete referral processes, or
- completing a referral on their behalf

6.16 Contact details for raising concerns

Concerns about your child can be raised in school through the usual communication channels, telephone, email, web-site contact form. Such concerns might be addressed to

a class teacher or support staff in the first instance. However, formal complaints should be sent in writing and addressed to the Headteacher. As before, for detailed information parents should refer to our Complaints Procedure - Information for Parents, which can be found on our web-site.

6.17 North Yorkshire County Council (NYCC) local offer

All North Yorkshire maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and/or Disabilities (SEND.) We are supported by the Local Authority to ensure that all students, whatever their specific needs, make the best possible progress in school. The Local Authority publishes its Local Offer which provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place. North Yorkshire county Council publish information online about their local offer at:

<http://northyorks.gov.uk/about-local-offer-north-yorkshire>

Their introduction to the local offer describes it as:

The local offer provides useful information for children and young people with special educational needs and disabilities (SEND) and their families. It is here to help families, individuals, groups and organisations find information so you have more control over what support is right.

The local offer covers services within:

- Education
- Health & social care; and
- Support and services in the voluntary and private sector across North Yorkshire.

The local offer is intended to help you make informed choices about things important to you, such as:

- Where to live;
- Transport;
- Social activities;
- Options after school, such as continuing your education, apprenticeships and supported employment; and
- Making transition from services provided for children to those for adults

7. Links with other policies and documents

This policy links to the following documents:

Document	Available to staff and governors on SharePoint> Information Sharing> Policies & Guidance>	Available publicly on our web-site
Accessibility Policy	03. Equality & Inclusion	Yes
Positive Behaviour Policy	10. Behaviour	Yes
Supporting Pupils With Medical Conditions Policy	13. Health & Safety>07. Medical	No
Assessment Policy	11. Teaching & Learning>01. Policies	Yes
Curriculum Teaching & Learning Policy	11. Teaching & Learning>01. Policies	No
PSHE Policy	12. Curriculum	Yes
Relationships & Sex Education Policy	12. Curriculum	Yes
Anti-bullying (including cyberbullying) Policy	10. Behaviour	Yes
Intervention Framework	09. Pastoral	No
Complaints Policy	01. Management	No
Complaints Procedure – Information for Parents	01. Management	Yes
Equality information and objectives	No	Separate web-page