

# Woodside Academy



## Inclusion (SEND) Policy

Agreed by the Governing Body October 2024

***“We want the very best teaching and learning experiences for our children”  
from School Vision Statement “Excellence Through Opportunity”***

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provisions to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age. One significant change arising from the reforms is that Statements of Special Educational Needs for those children with the most complex needs have now been replaced with a new Education, Health and Care (EHC) Plans. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provisions that are available both to those families in Essex that have an EHC Plan and those who do not but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care as well as those provided by the private, voluntary and community sectors. - *Definitions of Special Educational Needs (SEND) taken from Section 20 of the Children and Families Act 2014*

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SEND support	Jen Ryder
SEND Governor	Sara Muldowney

At Woodside Academy we believe that all pupils have an equal right to a full and rounded education which enables them to fulfil their potential. We use our best endeavours to secure special educational provisions for pupils whom this is required; that is additional to and different from that provided within the differentiated curriculum to better respond to the four areas of need. Special Educational Needs and Disability Code Practice 0-25 (September 2014) identifies this as:

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

The SEND Policy details how at Woodside we do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs allowing them to join in all school activities together with pupils who do not have special educational needs.

## **Policy Aims and Objectives**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have special educational needs
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil needs through well targeted continuing professional development
- To ensure support for pupils with medical conditions and full inclusion in all school activities through consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in co-operation and productive partnerships with the Local Education Authority and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners

## **Identification, Assessment and Provision of Send**

Provision for children with special educational needs is a matter for the whole school. The governing body, head teacher, SENDCo and all other members of staff and in particular class teachers and teaching assistants have important day to day responsibilities. All teachers are teachers of children with special educational needs. At Woodside we try to identify the needs of pupils early to ensure pupils receive the support they need as soon as difficulties arise. Children will be identified as needing school support, a record of concern and Provision mapping forms will be filled in by the class teacher highlighting the child's needs.

## **SEND Support**

The aim of formally identifying a child with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below.

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. The cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

The Code of Practice suggests that pupils identified as having SEND make adequate progress once they have had the interventions/adjustments and good quality personalised teaching (page 88, Section 6.37 onwards). In identifying a child as needing SEND support, the teacher

working with the SENDCo should carry out a clear analysis of the pupils needs. This should draw upon teacher assessments, formative assessments, observations, details of previous progress and attainment, comparisons with peers and national data, as well as views and experience of parents/carers. The opinion and feelings of the individual and advice from external support services will also be considered.

## **Plan**

When it is decided to provide a pupil with SEND support, parents/carers will be informed at consultation evening and provision planned and interventions delivered.

## **Do**

The class teacher will remain responsible for working with the pupil on a daily basis. They will retain responsibility even when the interventions may involve a group or 1:1 teaching away from class. They work closely with the teaching assistants and relevant specialist staff to plan and assess the impact of the support

## **Review**

Reviewing pupils progress will be made at half termly pupil progress review meetings, as well as regular monitoring by class teacher. This will involve discussions with the pupil and staff involved in supporting the pupil. The review process will evaluate the impact and quality of the support and interventions. The support will be revised and in the light of pupil progress and development make any necessary amendments going forward in consultation with the class teacher and parents.

## **The Role of the SENDCo**

The Special Educational Needs Coordinator's (SENDCo) responsibilities include:

- Overseeing the day-to-day operation of the schools SEND policy
- Coordinating provisions for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local secondary schools so that support is provided for Year 6 pupils as they prepare to transfer
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Coordinating and developing school-based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on School Support
- To ensure high quality teaching for SEND children

## **Equal Opportunities and Inclusion**

Staff ensure that teaching and learning is catered to meet the wide-ranging needs of all pupils taking in to account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, looked after children and social circumstances. Our inclusive environment fosters respect and tolerance towards all and prepares children for full participation in a multi ethnic society.

## **Curriculum**

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning activities, allowing them to experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning.

At Woodside we provide an exciting and enriching curriculum which aims to consider:

- Pupils different educational and social needs and aspirations
- Children learn in different ways and different teaching and learning strategies may need to be used
- Pupils acquire, assimilate and communicate information at different rates

Teachers respond to children's needs by:

- Planning for pupils to fully participate in all areas of learning including physical and practical activities as well as social skills and communication
- Providing support for children who need help with communication, language and literacy
- Developing children's understanding through the use of all available senses and experiences
- Supporting pupils to socially integrate into the school community to ensure they develop and sustain good friendships
- Working with all stakeholders to evaluate pupils' strengths and areas for development and use this to inform planning for children
- Helping children to manage their behaviour for learning to ensure they take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning successfully

## **Information Sharing**

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need this information may be transferred from former school settings during transition to Woodside or between staff

when transitioning between classes. Woodside will also ensure information is shared whenever a pupil transitions to a new school or setting.

Class teachers and the SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observations and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

### **Progress as an Indicator**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening
- Closes the attainment gap between the child and their peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates and improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND. Equally, when a pupil's attainment is in line with or higher than chronological expectations it should not be assumed that there is no learning difficulty or disability.

### **The Nature of Intervention**

The aim of the Woodside SEND policy is for inclusion based on high quality teaching. The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support with TA or teacher
- Support or 1:1 Wave 3 interventions such as precision teaching, speech link and reciprocal reading
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Pupils being withdrawn 1:1 for emotional literacy support or small groups for social skills
- Staff development and training to introduce more effective strategies

## **Specialist Support**

The school may seek specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. Some of the services we work with are:

- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Open Door Services (counselling)
- School Nurse
- Visual Impairment Services
- Physiotherapist
- Clinical Psychologist

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Learning Plan continues to be the responsibility of the class teacher. Agencies might become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice and/or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention the child continues to fall behind the level of their peers

These specialist services work most successfully with school, families and other stakeholders in an effective partnership. They are able to support schools and families to assess the needs of pupils and put in place more specialist and targeted support.

## **Partnership with Parents**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and the transition process.

At all stages of the special needs process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have an open-door policy as well as regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention and share the process of decision making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through a school email address – [rebecca.wilkinson@woodsideacademy.org](mailto:rebecca.wilkinson@woodsideacademy.org)

### **Education Health and Care Plan (EHCP)**

If we refer a child for statutory assessment/Education Health and Care Plan (EHCP) we will provide the LA with a record of our work with the child to date.

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs including any resources or special arrangements put in place. This evidence will include:

- Previous provision maps and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment levels in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

The parents of any child who is referred for an EHCP will be fully involved in the progress of the referral. Children with an EHCP (previously called a statement of special educational needs) will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to secondary school the SENDCo from the secondary school will be informed of the outcome of the review.

### **Accessibility Plan**

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students irrespective of special need or disability.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of any improvements made, future resource availability and changing needs in the target areas. The school will:

- Ensure the curriculum is differentiated to meet the learning needs of students with SEND and disabilities and that target setting is effective and appropriate for these students
- Make available the written material usually provided to all students in an appropriately presented form where necessary to SEND and disabled students including pictorial and oral formats
- Ensure that classroom organisation is planned to maximised learning opportunities
- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students
- Establish a culture of mutual trust and respect between all members of the school community
- Build a community that respects the celebration of achievement at all levels

### **The Role of the Governing Body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admission policy.

### **Monitoring and Evaluation**

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and working together to draw up individual plans and targets for children. The SENDCo phase leaders and assessment leader hold regular meetings to review the work of the school in this area.

### **Complaints Procedure**

Refer to the General Complaints Procedure.

If a parent/carers has any concerns or complaints regarding the care or welfare of their child an appointment can be made by them to speak to the SENDCo or the designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

*Policy reviewed and updated by Jen Ryder (Acting Principal) September 2024*