

**Woodhouse Academy**

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## Special Educational Needs & Disability (SEND) Policy (Incorporating SEND Information Report)

Reviewed July 2016  
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### What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014)



### Aims of the Woodhouse SEND policy

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for 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:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions’ full inclusion in all school activities by ensuring consultation with health and social care professionals
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil’s previous school
- Tracking of attainment outcomes indicates a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- A pupil asks for help

### What should I do if I think my child may have special educational needs?

- If you have concerns then please firstly discuss these with your child's subject teacher or form teacher. This then may result in a referral to the school SENCo: Miss K. Aldington
- Contact the school office and they will arrange the meeting for you:  
01782 297875      office@woodhouseacademy@staffs.sch.uk
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.



### How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.  
Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored regularly through a number of processes that includes:
  1. classroom observation by the senior and middle leadership team,
  2. work sampling
  3. whole school tracking of progress, attainment, behaviour and attendance
  4. ongoing assessment of progress made by the pupil in specific intervention groups
  5. pupil and parent feedback when reviewing target attainment.

- Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEN Information Report .
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and pupil progress meeting. These targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings with subject teachers, the intervention manager, SENco and the Senior Leadership team.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model.
- An individual assessment of the pupil will be undertaken in order to gain an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- All pupils who are identified as having special educational needs will be allocated a keyworker. This keyworker will communicate regularly with the pupil, their parents or carers and their teachers to ensure that their needs are met.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCo .
- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
  1. School nurse
  2. Special Educational Needs Support Service (SENSS)
  3. Behaviour Support Service
  4. Dyslexia Centres
  5. Autism Outreach Team
  6. Hearing Impairment team
  7. Visual Impairment team
  8. Autism and Sensory Support in Staffordshire (ASSIST) Post 16
  9. Educational Psychologist

10. Physical and disability support service
11. Social Services
12. CAMHS (Child & Adolescent Mental Health Service)

- For pupils who, despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

#### **How will the curriculum be matched to my child's needs?**

- Teachers plan using pupils' achievement levels, differentiating through tasks, support and resources to enable all pupils to access the curriculum and achieve their targets. When a pupil has been identified as having special needs, their work will be further differentiated by subject teachers to remove barriers to learning and enable them to access the curriculum more easily. This may include more specialised resources and equipment, and/or additional adult help.

#### **How will I know how my child is doing?**

- Attainment and progress will be shared with parents termly through the school reporting system and Parent's Evenings. Additional meetings with the SENCo, assistant SENCo, subject teachers or form teachers may be arranged through the school office.
- Messages and records of homework, behaviour etc are recorded in pupils' school planners so it is important to check them everyday. The school planner is a useful tool to use to communicate with school staff on a daily basis.

#### **How will you help me to support my child's learning?**

- Please look at the school website. It can be found at: [woodhouseacademy.staffs.gov.uk](http://woodhouseacademy.staffs.gov.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- Woodhouse runs parent and child workshops for English and maths, to help you support your child at home.
- If your child is working on specific intervention programmes, you may also be invited into school to see how the programme is run and how you can help your child at home with this.
- Subject teachers or the SENCo may also suggest additional ways of supporting your child's learning.

### What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- A strong pastoral team with form tutors who meet pupils daily in form time and key stage leaders who coordinate pastoral activities and programmes.
- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms including school and sports councils and a parent forum that are monitored for effectiveness by the Governor for responsibility for this area.
- A pupil support centre where evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- Alternative small group activities for pupils who find unstructured times outside lessons difficult



### Pupils with medical needs

- Pupils with medical needs are provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**.

### What training do the staff supporting children and young people with SEND undertake?

- Each year, staff have refresher training on the use of epipens and helping pupils with diabetes and asthma.
- Other training is provided according to need. Over the year 2015 - 2016, all staff had training on spelling strategies and boys engagement. Selected staff had training on Reciprocal Reading, Accelerated Reading and Numicon. This training was then cascaded down to other staff in the relevant departments. Support staff had training on manual handling, use of the stairlift and use of the 'Evac Chair'
- The school seeks advice from SENSS specialist teachers and other specialists to support the success and progress of individual pupils.

### How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. Parents are informed about school activities and trips by letter and are individually contacted where further discussion or planning is required.

### How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- Handrails have been located by steps in the main corridor
- A disabled toilet and rest room have been built on the second floor
- Stair lifts have been fitted to allow disabled access to the first and second floors

- Link corridors have been knocked through on the first and second floors so that a one way system can operate on the stairs and a stair lift fitted
- A ramp has been installed to facilitate access into the DT/Art block

Our Accessibility Plan that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

### How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective transition. These include:

- A coffee morning for parents and carers of pupils with SEN concerns
- Meetings with teachers in feeder schools to collect information, concerns and solutions
- Meetings with parents of pupils who have SEND or other concerns
- A planned programme of visits in the summer term for pupils starting in September
- A meeting in June for all parents and carers at the school with a range of information to support them in enabling their child to settle into the school routine
- Peer mentors to support new pupils
- If pupils are transferring mid-year or from a school outside the catchment area, a request for the previous school records and a meeting with parents to identify and reduce any concerns.

### Transition to the next school

- The transition programme in place for pupils in Y8 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.
- The annual review in Y7 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding high school choice.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx>
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.  
Feedback from last year's Y8 pupils on the effectiveness of the transition process can be located on our website in the transition folder.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff.

### **How is the decision made about how much support my child will receive?**

For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, assistant SENCo, subject teachers and parent. For pupils with a statement of educational needs/Education, Health or Care plan. This decision will be reached when the plan is being produced or at the annual review.

### **How will I be involved in discussions about and planning for my child's education?**

This may be:

- through discussions with the class teacher, SENCO or senior leadership team member
- during parent evenings
- through regular communication with your child's keyworker.

### **Who can I contact for further information or if I have any concerns?**

- If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact your child's form tutor through the school office. If they cannot provide you with the information you require, they will arrange a meeting with the relevant member of staff.
- If you are enquiring generally about SEND support, please contact the assistant SENCo through the school office.
- For complaints about SEND that have not been satisfactorily resolved by the SENCo, please contact the School Governor with responsibility for SEND – Andrea Millington via the school office.

### **Support services for parents of pupils with SEN include:**

- **Parent Partnership** <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>  
If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).
- **Parent In The Know** newsletters  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)
- **Staffordshire Cares - Local Offer (marketplace)** <http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>
- Staffordshire's Local Officer can be found at: The specialist Inclusion Division, Newcastle & Moorlands District & Education Office, Seabridge Centre, Ash Way, Off Seabridge Lane, Newcastle-under-Lyne ST5 3UB