

	Name of School	NEW WOODLANDS SCHOOL
	Policy review Date	Autumn 2025
	Date of next Review	Autumn 2026
	Who reviewed this policy?	Governors AHT/Inclusion

Special Educational Needs and Disability Policy

STATEMENT OF INTENT

The policy document has been amended in light of updated guidance from

- Special Educational Needs and Disabilities Procedure
- SEND Information Report (Local Offer)
- Admissions Policy
- Equalities Policy
- Health and Safety Policy

OUR SCHOOL MISSION STATEMENT:

We aim for every pupil to achieve his or her full potential. Every student will leave New Woodlands literate, numerate and with the functional communication and self-regulation skills to participate in society including education, training and employment.

We strive to be outstanding with a continued commitment to our pupils, staff and school. We provide the very best education for all pupils and the highest level of support for our staff. We promise to do everything we can to give children the very best education that gives them the best opportunity to succeed in life.

The information in this policy is updated annually and any changes occurring during the year are updated as soon as possible. Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the

Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014).

The School SEND Link Governor is: M. Fenniche

The School's Special Education Needs Co-ordinators are: Elizabeth Costick and Sara Birru

Special Educational Needs and Disability Code of Practice: 0 – 25 years 2014

The Code of Practice 2014 states:

- “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty if he or she:
 - a) has a significantly greater difficulty in learning than the majority of others the same ageor
 - b) has a disability which prevents or hinders him or her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream school, mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at

- a) and b) above or would so do if special educational provision was not made for them.”

(Clause 20 Children and Families Bill).

Aim

The aim of the Special Needs Policy is to ensure that New Woodlands School provides the highest quality support and intervention to meet the diverse range of learning difficulties and needs of its students.

Principles

1. To ensure a full entitlement and access to high quality education within a broad and balanced curriculum for all students in order to provide the opportunity for them to reach their full potential.
2. To regularly up-date, evaluate and re-shape the curriculum in terms of the SEND of students.
3. To develop confidence and self-esteem for all students in order to engender positive attitudes to learning and to the learning process.
4. To promote inclusion, care and guidance for all students.
5. To ensure that each student's special educational needs are correctly identified, assessed and monitored.
6. To ensure that all students with SEND make appropriate progress.
7. To ensure that the school provides adequate resources to meet the SEND of all students.
8. To create a multi-disciplinary approach by involving students, parents and outside agencies.

New Woodlands School cater for boys and girls aged 5-14, with Education, Health & Care Plans (previously Statements of SEN) who present with:

- **Social, Emotional & Mental Health Needs (SEMH)**
(previously Behavioural, Emotional & Social Difficulties (BESD))
- Attention Deficit Hyperactivity Disorder (ADHD)
- Oppositional Defiant Disorder (ODD)
- Speech, Language & Communication Needs (SLCN)
- Moderate Learning Difficulties (MLD)
- Global Developmental Delay
- Specific Learning Difficulties (SpLD)
- Autistic Spectrum Disorder (ASD)

Admission Arrangements

The admissions arrangements for all pupils are in accordance with national, legislation, including the Equality Act 2010. This includes pupils with social, emotional and mental health needs as their primary need recorded on an EHCP.

The SEN cycle at New Woodlands School

Following admission to New Woodlands School students' are baselined.

The children's needs are met by working in small class groups (usually no more than 8 students per class) supported by a Teaching Assistant (TA), individualised programmes of study and in some cases 1-1 support.

A number of other strategies are employed to support students' learning:

1. Baseline assessments on arrival
2. Behaviour Modification Plans – employed where specific behaviour requires intervention.
3. Pupil Profiles – shared information of current targets, progress and levels
4. Intervention Summaries – shared information highlighting how child's needs are being met.

Where students do not respond to the range of strategies offered to them a referral is made to outside support agencies, e.g., educational psychologist, SALT, OT, therapist. In some cases, for children with an EHCP, it may become necessary to call an early annual review in order to explore the future viability of the placement.

All teachers are teachers of pupils with special educational needs

Teaching our pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every 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 pupils. The majority of pupils will learn and

progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

The role of the Inclusion Manager

The inclusion manager, in collaboration with the Head Teacher and Governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of pupils with SEN. The key responsibilities of the inclusion manager will include:

- * Overseeing the day-to-day operation of the school's SEND policy.
- * Managing and overseeing the organisation and completion of annual reviews
- * Liaising with and advising fellow teachers.
- * Advising on a graduated approach to providing SEND support.
- * Liaising with parents of pupils with SEND
- * Managing the Learning Support team
- * Coordinating provision for pupils with SEND
- * Overseeing the records on all pupils with SEND
- * Contributing to the in-service training of staff.
- * Liaising and managing our school Educational Psychologist and therapists
- * Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- * Developing links with other school/sharing best practice.

Graduated Response

New Woodlands follows a graduated whole school response to meeting special educational needs. This requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. On entering our school roll, the Inclusion Lead, EP, Class Teacher and Learning Support staff, will:

- Use information from the referring school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class.
- Ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning.
- Involve the pupil in planning and agreeing targets to meet their needs.
- Involve parents in developing a joint learning approach at home and in school.

When a pupil is identified as having additional needs, New Woodlands School will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. Additional intervention and support will depend on the individual pupil need.

Annual Review of a statement/Education, Health and Care plan (EHCP)

All Education, Health and Care plans will be reviewed at least annually with the parents, the pupil, the LA and New Woodlands School to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review will focus on what the child has achieved as well as on difficulties that need to be resolved.

The annual review held in year 6, 9 and 11 is particularly significant in preparing for the pupil's transition to KS3/4 and Post 16 options i.e. employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in transition years is to review the young person's needs and draw up and review the Transition Plan.

Partnership

The school will promote partnership in dealing with students' special educational needs through the participation of parents/carers, outside agencies and other stakeholders. All these stakeholders will be consulted and share in the process of dealing with SEND at the appropriate stages.

Outcomes

There is no end product to the learning process, but the school measures the effectiveness of the SEND policy via student progress, achievement and attainment. Parents/carers are invited to attend academic review days every six weeks. Here they receive a pupil intervention summary, which outlines achievement, progress and targets in literacy, numeracy and behaviour, linked to all EHCP outcomes.

Accessibility

The school is accessible to wheelchair users, disabled students, staff and visitors. There is also a lift to the second floor and a disabled toilet just inside the school entrance. Students and staff are expected to use appropriate language that does not convey negative images with regard to people who have physical disabilities or hearing/visual impairment.

Complaints

Complaints about the process of SEND should be addressed to the AHT/Inclusion Manager in the first instance and then to the Headteacher if this does not prove satisfactory. Complaints to the governing body need to be addressed to the Chair of Governors in line with our complaints policy.

Useful documents

Special Educational Needs Code of Practice. DfES September 2014 Children and Families Act 2013

Other information may be found on the Department for Education and Skills website at: www.dfes.gov.uk/send
