

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

Reviewed: Spring 2025  
To be reviewed: Spring 2026

### 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 and the environment in which students learn
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- 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 parents’/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 so that they have, as far as reasonably possible, full inclusion in all school activities. This is ensured by consulting with appropriate 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 aim to identify pupils who may have a Special Educational need as early as possible. Indicators may include:

- 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 listed above;
- If a pupil asks for help more frequently;
- Liaison with external agencies;
- Health diagnosis by a paediatrician.

### 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, form teacher or Key Stage Leader. This then may result in a referral to the school SENDCo, Mrs E Gordon or the Assistant SENDCo, Mrs A Timbey;
- Contact the school office and they will arrange the meeting for you: 01782 973600 [office@woodhouseacademy@staffs.sch.uk](mailto: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 adapted 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 include:
  1. classroom observations and learning walks by the senior and middle leadership team and external verifiers;
  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;
  6. Early Career Teachers are monitored and supported throughout their induction period with additional lesson observations where required.
- Information on the quality of teaching will be collated in a report to governors.
- All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents/carers at events such as Parents'/Carers' Evenings and key worker meetings where their targets are discussed and explained.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in half-termly meetings with subject teachers, the reading lead, SENDCo and the 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 and be shared in the pupil passport document each term.
- An individual assessment of the pupil will be undertaken in order to gain an accurate assessment of their needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.
- A pupil, who is identified as having SEND needs will have a key worker. This keyworker will communicate as needed 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 adapted 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 SENDCo and teaching and learning co-ordinator.
- Parents/carers will be informed when 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 passport that will identify a clear set of expected outcomes, which will include 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/carers 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/carer permission has been obtained and may include referral to:
  1. School nurse
  2. Special Educational Needs Support Service (SENSS)
  3. Staffordshire Moorlands SEND Hub
  4. Behaviour Support Service
  5. Trailblazers, our Mental Health Support Team
  6. Autism Inclusion Team
  7. Hearing Impairment team
  8. Visual Impairment team
  9. Speech and Language Therapy (SALT)
  10. Educational Psychologist
  11. Occupational Therapist
  12. Children’s Services
  13. CAMHS (Child & Adolescent Mental Health Service)
- 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 adapted 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, pupil passports and Parents'/Carers' Evenings. Additional meetings with the SENDCo, assistant SENDCo, subject teachers or form teachers may be arranged through the school office.
- Messages and records of homework, behaviour etc are recorded on Arbor and is a useful tool to use to communicate with parents/carers.
- The school's management information system, Arbor, may also be used to communicate with parents/carers about how a child is performing or any concerns.

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

- Please look at the school website. It can be found at: <http://www.woodhouseacademy.staffs.sch.uk/> and includes links to websites and resources that we have found useful in supporting parents/carers to help their child learn at home. There is a dedicated SEND tab there to enable parents to meet the SEND team but also has a 'Frequently Asked Questions' section that directs parents/carers to additional support.
- Subject teachers or the SENDCo 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 (PSHE) 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/carer voice mechanisms including school and sports councils and a parent forum that are monitored for effectiveness by the Governor with 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.

- Referrals to outside agencies such as Trailblazers and CAMHS
- Individualised plans set up by the pastoral team for students who may struggle, need additional support or alternative arrangements.
- Time out passes issued by the pastoral team as needed
- A 'break out' room that is fully equipped for students that may need this facility

### **Pupils with medical needs**

- Pupils with medical needs are provided with a detailed Health Care Plan, compiled by the office staff in partnership with parents and if appropriate, the pupil themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014** and Woodhouse Academy Medical Needs Policy. All staff are made aware of this at the beginning of each academic year and notes are pinned onto Arbor to notify any member of staff of the medical need/condition.

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

- Our SENDCO is fully qualified through the NASENCO route.
- Each year, staff have refresher training on safeguarding, the use of epipens and helping pupils with diabetes and asthma.
- Other training is provided according to need. For example, training on supporting low ability pupils in maths lessons, diabetes and physio support, local SENDCO updates, Whole School SEND training, rapid reader programme, accelerated reading programme, motor skills united training and data protection regulations.
- The school seeks advice from SENSS specialist teachers, the Moorlands SEND Hub, and other specialists to support the success and progress of individual pupils. We have had whole school training to help us support specific children from Autism Inclusion, Tourette's Action and Educational Psychologists.

### **How accessible is the school environment?**

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;
- Link corridors have been knocked through on the first and second floors so that a one-way system can operate on the stairs;
- A ramp has been installed to facilitate access into the DT/Art block;
- Temporary provision made for those who can not access the building due to an injury.

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

### **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/carers are informed about school activities and trips by letter and are individually contacted where further discussion or planning is required.

### **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 SEND concerns;
- Meetings with teachers in feeder schools with the SENDCO and key stage lead at Woodhouse Academy to collect information, concerns and solutions;
- Meetings with parents/carers 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/carers to identify and reduce any concerns. They will then be “buddied up” with a pupil in their form who can support them in their first days/weeks at Woodhouse.

### **Transition to the next school**

- The transition programme in place for pupils in Y8 provides a number of opportunities for pupils and parents/carers to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and additional visits are arranged, where it is in the best interests of the pupil.
- The annual review in Y7 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding high school choice.

- Parents/carers 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 SENDCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- 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 SEND budget; The Pupil Premium funding for pupils who meet certain criteria. 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. emotional coaching, speech and language support;
- Parent workshops;
- Provision of specialist resources e.g. assessment software, SEND toolkit in each classroom, break-out room;
- Continuous Professional Development relating to SEND for staff.

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

For pupils with SEND but without an Education Health and Care plan the decision regarding the support required will be taken by the SEND department. For pupils with an 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, SENDCo or leadership team member;
- During parents', carers' or key worker 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 SENDCo through the school office.
- For complaints about SEND that have not been satisfactorily resolved by the SENDCo, please contact the deputy principal in the first instance, who oversees the SEND provision, the principal next if this is not resolved. Following this, contact the school governor with responsibility for SEND via the school office.

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

- **SENDIASS** <https://www.staffs-iass.org/home.aspx> **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 [sfps@staffordshire.gov.uk](mailto:sfps@staffordshire.gov.uk)
- **Staffordshire Cares - Local Offer:**  
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>  
<https://www.facebook.com/StaffordshireSENDLocalOffer/>
- **An extensive and invaluable directory of support and services available to schools and communities:**  
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=0rWBovMeR5E>
- 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