



SEND Policy

Our Commitment

We are committed to providing an inclusive ethos, developing policies, practices and a culture that includes all learners. We aim to promote the highest standards of achievement for pupils with SEN or a Disability. We strive to eliminate prejudice and discrimination, ensuring that all our pupils are equally valued in an environment where all children can flourish and feel safe.

What kinds of Special Educational Needs does Woodlands provide for?

Woodlands Academy is a special school catering for pupils with Social, Emotional, Mental Health difficulties.

We cater for pupils between the ages of 11 – 16. As well as Social, Emotional, and Mental Health, many of our pupils have additional medical diagnosis of ASD, Aspergers, OCD, ADHD, ODD. This list is not prescriptive nor exhaustive.

At Woodlands we are constantly striving to improve the lives of our pupils through their environment and their experiences.

The curriculum across Woodlands is tailored to ensure that pupils develop their functional use of literacy/communication and numeracy in all aspects of their daily lives. Spiritual, Moral, Social and Cultural development is a thread that binds all experiences that our pupils learn from and encounter.

Our legal responsibilities

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice 0-25 (January 2015) DfE/DoH which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and documents:

- **Children and Families Act (2014)**
- **Equality Act 2010:** The School has a statutory duty not to directly or indirectly discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.
- **Equality Act 2010: Advice for Schools (DfE February 2013):** Non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
- **Working Together to Safeguard Children (2018):** Statutory guidance from the Department for Education which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
- **Reasonable adjustments for disabled pupils (2012):** Technical guidance from the Equality and Human Rights Commission.
- **Supporting pupils at school with medical conditions (2014):** Statutory guidance from the Department for Education.
- **The Mental Capacity Act Code of Practice:** Protecting the vulnerable (2005)



This policy has been written in light of our Safeguarding Policy and has direct links to our policies on behaviour, anti-bullying, disability and equality and Accessibility Plan in particular. It was written in consultation with the Governing Body, Head Teacher and current staff.

The information in this policy will be updated regularly and any changes occurring during the year will be updated as soon as possible. Under normal circumstances it will be formally reviewed every 3 years as part of the Academy's policy review cycle.

Introduction

Children are considered to have special educational needs (SEND) if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

There are 4 primary areas of special educational needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional & Mental Health
- Sensory and/or Physical Needs

In this policy we detail how we aim to make provision for all such children at Woodlands Academy in line with the principles of section 19 of the Children and Families Act 2014.

Aims and Objectives

At Woodlands Academy we aim to create an environment that meets the special educational needs of each pupil and to ensure that the needs of all of our pupils are clearly identified, assessed and provided for.

Our focus is to enable all pupils to access a broad and balanced school curriculum.

We work hard to ensure that parents/carers play a key role in supporting their child's education and that our pupils have a voice in this process.

- to work in partnership with children and their families at every stage of the SEND process;
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.



Educational Inclusion

We respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEN in their own class and liaise with the SENCO, who co-ordinates SEN within the school. The SENCO in turn keeps the Governing Body fully aware of SEN issues. In this school, the SENCO is Jodie Turner.

The Special Educational Needs and Disabilities Co-ordinator (SENCO):

- manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises teachers and support staff;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as link with external agencies and other support agencies;
- acts as the link with parents;



- maintains resources and a range of teaching materials to enable appropriate provision to be made
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

The Role of the Local School Board (LSB)

The Governors agree that children with special educational needs will be admitted to the school in line with the County agreed admissions policy. The LSB is kept informed of the provision available to children with SEND from the Headteacher. It is the Headteacher and SENCO's responsibility to liaise with the LSB to ensure that the needs of all the children within the Academy are met including those with SEND:-

- In the first instance through quality first teaching provision
- Through enhanced provision as identified by the class teacher and the SENCO

In line with the Governance Handbook the Headteacher and SENCO will provide data on pupil learning and progress, pupil applications, admissions, attendance and exclusions, staff deployment, absence, recruitment, retention, morale and performance of the quality of teaching.

Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHCP's).

The Headteacher and SENCO agree with staff how to use funds directly related to needs and this is linked to the school improvement plan.

Assessment

Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.



The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach.

Partnership with parents

Our SEND Information Report can be found on the school website.

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Staff Development

We are committed to maintaining the highest standards of teaching and learning across the school, including for those children with SEN.

In line with the SEN Code of Practice (2014) the SENCO is a qualified teacher, who holds a National Award in Special educational Needs Co-Ordination

In addition, the SENCO attends local SEN Cluster Group meetings, and other training or briefing meetings provided by the Local Authority.

Where a particular need is identified, suitable training is sought for any staff working with children with SEN, either within the school's Professional Development Programme or provided elsewhere. As a Special School, we are committed to continuous professional development for all staff to ensure that they have the skills, knowledge and understanding to support all our learners.

Monitoring and evaluation

- The SENCO monitors the movement of children within the SEN system in school.
- The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCO is involved in supporting teachers involved in drawing up the Class Provision Maps and IEP's for children.
- The named governor with responsibility for special needs is kept informed of developments.
- The Governing Body reviews implementation of the policy regularly.



Admission of children with SEND

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place at Woodlands Academy if it is available.

If your child is joining our school, we have a transition programme in place. Initially your child's teacher will visit him/her in his/her current setting. This is followed by an open evening in school to allow both yourselves and your children and any professionals supporting the family the opportunity to visit the school and be introduced to the staff.

However, this can be an individual visit if a group initial visit would be overwhelming. Towards the end of the summer term there will be several opportunities for your child to attend school and participate in lessons with the new cohort of pupils. The aim is to help your child to become comfortable in his/her new surroundings and have a feel for how the school day will be in the autumn term. The children also receive their own Welcome pack which consists of an All About me Document which will be personal to each child and also a transition pack with photographs of the school and family staff which parents can share with them at home in preparation for the new term. In September, the pupils will start with full school days unless a plan with shorter days has been planned in advance with support from transport.

If your child joins the school in another year group, we plan, in consultation with parents/carers and other professionals, the transition into school, depending on the needs of the child. Your child is welcome to make visits to the school outside of our normal school day and speak with their teacher and support staff, this is also an opportunity for them to familiarise themselves with the school routines.

As with most things in school, these arrangements are extremely flexible and can be personalised and adapted to meet the particular needs of your child. There are also a number of set opportunities for parents to meet with staff in year group and 1:1 settings but again, further meetings can be arranged if necessary.

It is usual practice for a member of our SEN team to communicate with the pupil's current school and other professionals for a review meeting and for all paperwork to be forwarded to the school during the summer break so that we are as prepared as possible for new starters. All of our pupils' parents/carers must return the new pupil pack before their start dates in order to have up-to-date contact and medical information.

We also ensure that our staff have the relevant information and background to new pupils and have seen the EHCP and any other documentation that will best support this transition.

Complaints about SEN provision

We hope that complaints about SEND provision will be rare; however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

In the first instance we encourage you to contact your child's keyworker.

If you still have concerns, then please contact the Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

Woodlands Academy **SEND Policy**

Published: September 2026

Review Date: September 2027

Key People at Woodlands: Mrs J Turner, Mrs C Prue and Mr M Page



Other policies and documents that link to the SEND Policy

- Behaviour policy
- SEND information report
- Anti-Bullying policy
- Safeguarding policy

Contacts

The SENCo is **Mrs Jodie Turner**

The Head Teacher is **Mr Matthew Page**

The SEN Governor is **Mrs Sherri Borrell**

The Designated Safeguarding Lead is **Mrs Chantelle Prue**

Policy Review

This policy will be reviewed annually to reflect any changes in the law, or in the local authority or trusts procedures for SEND.