

WOODSIDE SCHOOL



SEN Policy

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1. Introduction

This policy has been updated following changes to the law and statutory guidance from September 2014 and to reflect the *Special educational needs and disability code of practice: 0-25 years* (July 2014). It sets our vision and principles for children and young people with SEND.

It also sets out our expectations for Woodside School and those regarding joint working with parents, local authorities and our health and social care partners. These expectations will ensure we are compliant with both the letter and spirit of the SEND reforms and serve to improve outcomes for young people.

Finally there is an outline of our improvement model and the support we make available to all our academies.

2. Vision

Woodside School is committed to enabling all young people in our care to achieve their maximum potential in education and life. We have high expectations for all our young people and strive to ensure that individual needs, interests and abilities are recognised and met. We celebrate difference and encourage curiosity and creativity. We work hard to enable our young people to be independent, resilient and able to make positive life choices, confidently contributing to and being valued by the communities in which they find themselves. We will achieve this by being amongst the best

providers of special education and a centre for excellence within the education community.

Woodside School will be amongst the best specialist providers for pupils and young people with Moderate Learning Difficulties and Autism. It will be recognised as a centre for excellence and will provide support to other schools that have children and young people with either special educational need.

Woodside School will have high quality, highly motivated and fully trained staff, who are able to inspire and deliver a rich and vibrant learning experience to maximise the educational potential of every pupil and student.

Parents and carers, where a decision has been made that alternative provision is needed for their child, will be confident that Woodside School is the right choice. The school will work in partnership with them and others in the community, including local colleges, to develop the life skills of all students. There will be a strong focus on work related learning based on individual career aspirations enabling young people to pursue the opportunities available to them.

The school will offer an all through provision, from primary to Post 16, delivering education based on best practice of the day. It will be a vibrant learning community able to instigate and respond effectively to changes and developments for the benefit of all pupils and students.

3. Principles

- We shall ensure that Woodside School has regard to the views, wishes and feelings of the child or young person with SEND and the child's parents or carers.
- We shall work closely with and support the local authorities to assist them in fulfilling their obligations under Part 3 of the Children and families Act 2014 and its associated guidance.
- We shall ensure that Woodside School has procedures in place which allow it to fulfil both their statutory duties and support the wider vision and ethos contained in the SEND Code of Practice (July 2014).

Woodside School will operate within the law :

- Part 3 of the Children and Families Act 2014
- The Special educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Equality Act 2010

Woodside School will follow the statutory guidance in full:

- Special educational needs and disability code of practice: 0 to 25 years (July 2014)
- Transition to a new 0-25 special educational needs and disability system (August 2014)

4. Definition of SEND

- 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

5. Working Across Education, Health and Care

We will work jointly with education, health and care bodies and professionals to secure effective outcomes for young people.

We will cooperate with the relevant Local Authority in developing and reviewing its Local Offer.

We will make reasonable adjustments for disabled young people (including the provision of auxiliary aids and services) and will make arrangements to support those with medical conditions.

We shall work with other schools, local and national providers to secure the services needed to improve outcomes for young people with SEND. These services could include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.

6. Specialist Provisions

Woodside School will screen on entry by assessing a young person's skills and attainment and build on information from previous settings if available.

As part of the screening process we will consider any evidence that the young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them.

We will have measures in place to accurately identify young people with SEN and will place such pupils on 'SEN Support' in consultation with their parents or carers.

We will do everything we can to meet the needs of young people with SEN including delivering the education elements of an Education, Health and Care Plan.

We will designate a qualified teacher to be responsible for coordinating the SEN provision (the SENCO), who will have or be working towards attaining the National Award in Special Educational Needs Coordination.

We will prepare a SEN Information Report in accordance with paragraphs 6.79 onwards of the SEN Code of Practice and publish it on our website. The SEN Information Report will set out details regarding the implementation of the SEND Policy in the school.

Woodside School will ensure that all staff accepts that SEN is their responsibility and in particular that class teacher takes full responsibility for the progress of children with SEN whom they teach.

We will ensure that the quality of teaching for pupils with SEN and the progress made by those pupils are a core part of appraisal arrangements.

Class and subject teachers, supported by the SENCO and Senior Leadership Team will make regular assessments of the progress for all pupils and identify appropriate actions, particularly for those making less than expected progress, given their age and prior attainment.

We will ensure that a Graduated Approach as set out in paragraphs 6.44-6.56 of the Code of Practice is in place for all young people on 'SEN Support'.

For all young people receiving SEN Support we will make arrangements for a qualified teacher to meet the parents (or carers) three times a year to review progress and discuss support.