



# ALLESTREE WOODLANDS SCHOOL

## SEND POLICY

DATE OF POLICY ADOPTION BY GOVERNORS:	November 2023
AUTHOR/S OF POLICY:	TIM BARKER
DATE OF LAST REVIEW:	November 2023
DATE OF NEXT REVIEW:	November 2024

Enabling aspiration and achievement through delivery of a knowledge-rich curriculum underpinned by our CORE values:

COURAGE

OPTIMISM

REGARD

ENDEAVOUR

# SEND Policy

## Contents

1. Policy Principle statement.....	2
- To learn the necessary skills to be independent. ....	2
2. Legislation and guidance .....	3
3. Definitions.....	3
5. Admissions.....	6
6. Facilitates for students with SEND.....	6
7. Identification, assessment arrangements and review procedures.....	6
8. Transition.....	9
9. Monitoring arrangements.....	11
10. Links with other policies and documents .....	11

## 1. Policy Principle statement

This SEND policy aims to:

- Set out how Allestree Woodlands will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To ensure that the *SEND Code of Practice 2015* and other applicable statutory guidance is followed.
- To enable aspiration and achievement through a delivery of a knowledge-rich curriculum underpinned by our CORE values: Courage, optimism, regard and endeavour through an adapted inclusive curriculum.
- To ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the following outcomes:
  - To be included and have access to the same opportunities as non-SEND students.
  - To be inspired by their learning and have dreams for the future.
  - To learn the necessary skills to be independent.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, Special Educational Needs Coordinators (SENCOs) and the SEN information report .

## 3. Definitions

This policy draws on the definition of special educational needs and disabilities (SEND) from the Special Educational Needs and Disability Code of Practice: 0-25 (2015).

A child or young person has SEND 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 the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children and young people who have a disability do not necessarily have SEN, however, it is recognised that there is a significant overlap between disabled children and young people and those with SEN. Under the Equality Act (2010) children and young people who have SEN may have a disability that is...

*"...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".*

Students who have SEND will fall into at least one of four identified areas of need, many students will have inter-related needs. The areas of need as identified in the SEND Code of Practice (2015) are:

- 1) Communication and Interaction (C & I): E.g. Those students on the autistic spectrum.
- 2) Sensory and Physical (S & P): E.g. Those students with a physical disability or sensory need such as cerebral palsy or hearing impairment. The school has an enhanced resource facility for young people

who are profoundly deaf with an EHCP. As a result, the school has a higher percentage of pupils with a hearing impairment compared to other schools.

- 3) Social, Emotional and Mental Health (SEMH): E.g. Those students experiencing an emotional, social or behavioural difficulty.
- 4) Cognition and Learning (C & L): E.g. Those students with a specific learning difficulty such as dyscalculia or dyslexia.

## 4. Roles and responsibilities

### *4.1 The Special Educational Needs Coordinator (SENCo) and Deputy SENCos*

Allestree Woodlands SEND team email address is [send@woodlands.derby.sch.uk](mailto:send@woodlands.derby.sch.uk).

The SENCo's roles and responsibilities are:

- Work with the headteacher and SEND governors to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

### *4.2 The governors for SEND*

Allestree Woodland's governors for SEND are Krisha Bainham ([k.bainham@woodlands.derby.sch.uk](mailto:k.bainham@woodlands.derby.sch.uk)) and Sophie Emms ([s.emms@woodlands.derby.sch.uk](mailto:s.emms@woodlands.derby.sch.uk)).

The SEN governors' roles and responsibilities for SEND are:

- Help to raise awareness of SEN issues at governing board meetings.

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### *4.3 The Headteacher*

Allestree Woodland's Headteacher is Mrs Gemma Penny ([headteacher@woodlands.derby.sch.uk](mailto:headteacher@woodlands.derby.sch.uk))

The Headteacher's roles and responsibilities for SEND are:

- Work with the SENCO and SEND governors to determine the strategic development of the SEN policy and provision within the school .
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### *4.4 Class teachers*

Each class teacher is responsible for:

- The progress and development of every pupil in their class .
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching .
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.
- When in-class support is timetabled, making appropriate use of the Collaboration Agreement.

### *4.5 Teaching Assistants (TAs) and Communication Support Workers (CSWs)*

TAs and CSWs roles and responsibilities for SEND are

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND.
- Assist in making provision for the individual needs of students identified as having SEND, whether in class, small groups or in the SEND department.
- Use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.
- Use and update their Collaborative Agreement document with the class-teacher.

## 5. Admissions

Allestree Woodlands admission arrangements are detailed in the school's Admissions Policy

## 6. Facilities for students with SEND

Allestree Woodlands School SEND team is known as Learning Support. The school is also an Enhanced Resource School for students with Hearing Impairment and accommodates students who have an EHCP for Hearing Impairment (HI). The Hearing-Impaired team liaises with relevant outside agencies and the Sensory Team from the Local Authority. There are also well-established links with the relevant departments at the local hospitals. This is especially important where some of the students are cochlear implant users.

### *6.1 Disability access*

Allestree Woodlands is accessible to students with physical disabilities and mobility difficulties such as those using wheelchairs or walking frames. The school's accessibility plan provides further information on this.

## 7. Identification, assessment arrangements and review procedures

Wherever possible a member of the SEND department will attend Year 5/6 annual reviews of pupils with EHCPs intending to name Allestree Woodlands School as their next school.

SEND staff liaise with partner Primary schools in the summer term to identify and plan to support children with known SEN/disability issues.

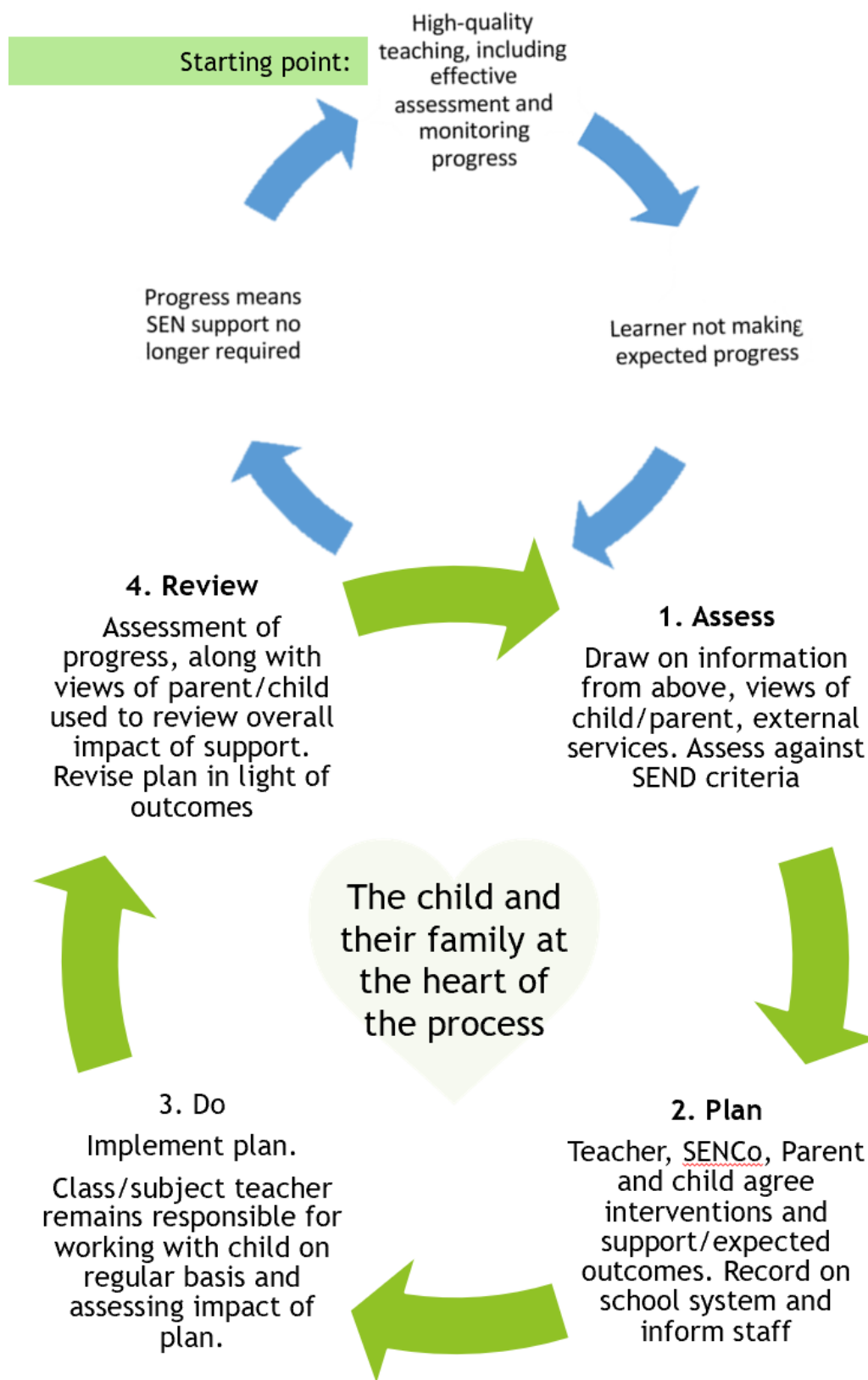
Key Stage 2 results are used to identify Year 7 pupils working below age related expectations. Reading and spelling age testing is carried out early in Year 7 for all pupils.

Termly re-assessments are made and concerns are identified via the SEN trackers. Teaching and support staff identify pupils causing concern who may require additional support through their day-to-day dealings with them.

Parents are encouraged to contact the SENCo//SEND team if they have concerns about the progress of their child.

Where a student is identified as having SEND, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated response.

The graduated response.



*(image taken from the SENCo Handbook, by S. Martin-Denham & S. Watts)*



Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress, the school will consider requesting an Education, Health and Care (EHC) needs assessment. To inform their decision about whether an EHC needs assessment is necessary the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the school.

The school will provide:

- Evidence of the student's academic attainment and rate of progress.
- Information about the nature, extent and context of the student's SEND.
- Evidence of the action already being taken to meet the student's SEND.
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- Evidence of the student's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

## 8. Transition

### *8.1 Transition into Year 7*

In the summer term of Year 5, a statutory annual review meeting is held for students with a EHCP at their primary school. This meeting will consider the move into secondary school. Parents are encouraged to make use of School staff, Parent Partnership Service, SENDIASS, SEND officers and any other stakeholder they feel is suitable to arrange visits to secondary schools to identify the school they wish to consider for their child.

In the Autumn term of Year 6 many secondary schools hold Open Evenings when parents of Year 6 students are invited to visit the school. Staff from the SEND team are always available at this evening at Allestree Woodlands School. Additional Transition work is completed in the summer term of each academic year. Parents can email the SENCo directly if they would like to arrange a tour too.

When parents make a request for a school to be named the Local Authority will write to the school requesting consideration of a place. The Governing Board has a set time in which to consider the request and respond to the LA.

When the revised EHCP has been issued, with the receiving school named, the SENCo will make arrangements to visit the student and staff at the primary school to discuss the needs of the student and any issues surrounding transfer. Additional induction visits may be arranged for the student to Allestree Woodlands School prior to the Induction Day for all new Year 7 in July prior to transfer in September.

The SENCo and/or other member of the SEND team attend meetings at the primary school after Allestree Woodlands School has been named as the school for transfer. This will happen as long as the primary school gives notification of the meeting.

The Year 7 transition team from Allestree Woodlands School will visit partner primary schools during May / June prior to transfer in September into Year 7 for discussions with staff and students.

### *8.2 Transition into Post-16*

As from the statutory review meeting in Year 9 for students with an EHCP, external professionals and support staff join the meetings regarding transition and are involved with the students to consider the path for moving on to 6<sup>th</sup> form, college, employment or modern apprenticeship. Assistance through meetings with students and/or parents continues throughout Key Stage 4 and career action plans are drawn up.

The Personal and Social Educational Programme delivered to all students includes a great deal of support with their transfer into the various options that are available for when they leave school.

Students are encouraged to attend open evenings and staff will be on an individualised basis. Arrangements are sometimes made for specific groups to visit post 16 providers also.

### *8.3 In-year admission*

For students who transfer to or from Allestree Woodlands School who have been identified as having SEND by their parents/carers and previous provision. The school will do the following:

- Transfer of information via school records
- Discussions with relevant school staff, usually the Head of Year or the SENCo
- Discussion with parents / carers
- Visit the student prior to joining the school (where possible).
- Baseline assessment tests completed to ensure students are placed in the correct groupings
- Parent/carer visits with the student prior to starting when possible.

## 9. Monitoring arrangements

This policy and information report will be reviewed by the school's SEND team. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 10. Links with other policies and documents

This policy links to these other policies:

- Accessibility plan
- Behaviour policy
- Admissions policy
- SEND report
- Safeguarding policy
- Medical policy