



# **Special Educational Needs and Disabilities (SEND) POLICY**

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## **Introduction**

The Academy of Woodlands continues to work towards providing an educational environment which ensures all children reach their full potential and which is inclusive of all the needs of the children including children with special educational needs and/or disabilities. We aim to provide a curriculum which develops the whole child, providing opportunities to grow in all aspects of life including creativity and in sporting activities which enhances the core curriculum which is provided.

## **Legislation and Guidance**

This policy provides information and guidance for parents, teachers, teaching assistants, non-teaching staff and Governors on our approach to the provision and additional support required by the Special Educational Needs and Disability (SEND) Code of Practice 2015. The Code of Practice reflects the changes introduced by the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEN and disabilities and The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report.

## **Definition of Special Educational Needs (SEN)**

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:-

- (a) Have a significantly greater difficulty in learning than the majority of the children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language they use at home is different from the language in which they will be taught.

From 2009 it became law for every new Special Educational Needs Coordinator (SENCo) in a mainstream school to gain the Master's level National Award for SEN Coordination. Our SENCo successfully achieved this qualification in January 2020.

The government reformed the way in which provision and support is made for children and young people with special educational needs and / or disabilities in England. New legislation came into force from the 1st September 2014. A new SEN Code of Practice accompanied this legislation.

More details about the SEND Code of Practice can be found on the Department for Education's website: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

One significant change arising from the reforms is that the Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and / or disabilities and their families. It describes the services and provision that are available both to those families in Medway that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors: [Local Offer | Medway Council](#)

## **Roles and Responsibilities**

### **SEND Governor**

The SEND Governor plays a vital role in ensuring that SEND stays on the governing body agenda and providing a link between the governing body, its committees and the staff with regard to Special Educational Needs. The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Senior Leadership SEND team to determine the strategic development of the SEND policy and provision in the school.

### **Senior Leadership**

The Head of School, Mrs Chloe Brown, has responsibility for the day-to-day management of all aspects of the main school's work. The Deputy Head-teacher and Inclusion Lead, Miss Shelley Campbell has responsibility for overseeing the SEND provision and pastoral support throughout the school in liaison with the SENDCO, Miss Esther Welsh and the Pastoral Welfare Manager, Mrs Sarah Palmer. The Head of School will keep the Governing Body informed, will be responsible for the internal moderation of standards and overseeing implementation of the SEND Policy within the main school and will work closely with the Deputy Head-teacher, the SENDCO and the Pastoral Welfare Manager.

### **SENDCO**

- Work with the Senior Leadership Team (SLT) and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND 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 pupils and their parents are informed about options and a smooth transition is planned.
- Work with SLT and governing board 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 SEND up to date.

### **Class teacher**

- is responsible for the progression and attainment for all pupils in their class, this includes those with SEND, and they should ensure lessons and learning experiences are accessible and appropriate for all as part of their Universal Offer.
- will be responsible for the identification of needs and delivery of programmes of work for the pupils with SEND in the classroom including adaptations to the curriculum as appropriate to ensure equal opportunity of access to learning for pupils with identified SEND.
- will raise any concerns regarding pupils with the SENDCO using the appropriate procedures.
- will liaise with parents and keep them informed at all stages of provision for special needs through teacher/parent meetings and, where necessary, through written contact.
- will work with their year group colleagues to ensure appropriate additional provision is made available for those pupils who, whilst not SEND, are not making expected progress.
- is responsible for ensuring that Teaching Assistants (TAs) are deployed effectively to maximise learning, particularly for pupils with SEND. This will be achieved through informed planning based on assessment for learning and a thorough knowledge and understanding of their pupils.
- All adults supporting children with SEND are involved in the review of Provision Map's. Records are kept of the work done with the children. Their records are essential when Provision Maps are reviewed.
- Provision for some children will involve other agencies. This is coordinated through the SENDCO in discussion with the class teacher. It is the class teacher's responsibility to implement any specialist programme that has been given to a child in their class.

### **All staff can access:**

- The School SEND Policy
- A copy of the full SEND Register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs and disabilities, including pupil profiles, targets set and copies of their targeted provision map
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Medway SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. Staff will have the opportunity for regular training and learning opportunities on SEND which will aid the progress of children with SEND.

### **Please refer to the AOW SEND Information Report for information on the following:**

- Who is supported at the Academy of Woodlands?

- Assessment and identification of children with SEN
- Consulting and involving pupils and parents
- Whole school approach
- Referral for an Education, Health and Care Plan (EHCP)
- Education, Health and Care Plans
- Our approach to teaching pupils with SEN
- Adaptations to the curriculum and learning environment
- Expertise and training of staff
- Evaluating the effectiveness of SEND provision
- Supporting the wellbeing of children
- Support for Looked After Children (LAC)
- Support for pupils with medical needs
- Arrangements for the admission of pupils with disabilities
- Enabling pupils with SEND to engage in all school activities
- Transition
- Support from outside agencies
- Complaints
- Contact details for raising concerns

### **Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

### **Links with other policies and documents**

This policy links to our policies on: Behaviour, Equality, Safeguarding, Complaint Procedures, Intimate Care, Medical Care and Accessibility