



WOODBIDGE  
TRUST

# Special Education Needs Policy

A Woodbridge Trust Wide Policy

This policy will be reviewed in the light of any changes made by  
Woodbridge Trust – **Reviewed Sept 2021**

## **Guidance Development & Consultation**

At Woodbridge Trust, we are constantly striving for the highest quality of teaching and learning provision for all our pupils across every area of the curriculum. This policy will provide a framework of guidance, which will emphasise our positive approach to raising standards and emulate the values of Woodbridge Trust. It will enable everyone within the Trust including Trustees to ensure their full regard is given to the principles of the 2015 SEND Code of Practice.

## **Philosophy**

Everyone within Woodbridge Trust is committed to providing the conditions and opportunities to enable all our pupils to be included fully in all aspects of school life. It is our ethos that all members of the school community are respected and seen to have a potential for learning and improvement. Through quality first teaching and learning, supporting and encouraging, together we can enable the fulfilment of that potential. Our values underpin all that we endeavour to do and our mission statement of **'Inspiring Future Successes for All'** reflects this.

## **Aims**

**Our aim is to raise the aspirations of and expectations for all our pupils by ensuring that:**

- All pupils have access to a relevant curriculum.
- We work in close partnership with parents, carers and families to encourage mutual support in achieving and providing a focus on outcomes for each pupil.
- We develop positive relationships and mutual respect to create an ethos in which everyone feels happy and secure.
- To be a valued and supportive resource to the wider community of Bolton schools and to be recognised as a centre of excellence for pupils who have a wide range of special educational needs.
- We provide all our pupils with access to inclusive experiences which help to equip them for their future life and develop their individual strengths.
- We develop each pupil's confidence and self-esteem within a safe and caring environment where all success is recognised and celebrated.
- We create an environment where the views of our pupils are sought, respected and reflected in the on-going development of our school.
- We develop close working relationships with a wide range of other professionals and agencies to enhance each pupil's achievements and potential.
- We promote and celebrate the spiritual, moral and cultural development of pupils to reflect the richness of Woodbridge Trust and wider communities.
- We continually improve the quality of provision that we seek to offer

our pupils and the wider school community.

- Pupils have a voice and are involved, appropriate to age and ability, in the implementation, monitoring and review of any provision made for them.

### **Objectives**

- To identify and provide for all our pupils working to the guidelines set out in the Code of Practice 2015
- Provide learning that engages and challenge our pupils.
- Use a variety of teaching styles, and cater for different learning styles to allow pupils with SEND to access curriculum, including the National Curriculum.
- Use resources effectively.
- Assess and keep records of the progress of our pupils.
- Work with outside agencies who provide specialist support and teaching for pupils with SEND.
- Inform and involve the parents of our pupils so that we can work together to support them.
- Encourage active involvement by the pupils themselves in meeting their needs
- Provide ongoing training for all our staff working with our pupils.

### **Strategies for Teaching**

All our staff within Woodbridge Trust are committed to ensuring our pupils are receiving quality first teaching and are highly trained and specialised in areas of SEND. We ensure that our teaching styles will be adapted to allow pupils to observe, explore and discover, and so enhance the developmental process. No single style of teaching will suit all activities. We will make our best endeavours to ensure that our teaching will include:-

- Highly differentiated approaches to match age, ability, attainments, interests and experiences of the pupils.
- Appropriate content.
- All pupils being encouraged to use their abilities to problem solve, gather information and acquire new skills.
- Social interaction and co-operation being fostered and reinforced through group teaching sessions.
- Teaching the class as a whole on some occasions.
- Pupils working individually sometimes.
- Pupils receiving one to one guidance when necessary.
- Pupils being offered challenges through the careful analysis of previous attainment and well matched tasks and activities.
- Pupils being given opportunity to generalise their learning in a variety of situations and contexts through organisation of Teaching and Learning environment
- Development of a high quality learning environment including displays,

outside areas etc.

### **Strategies for Learning**

Effective Learning will take place by ensuring that

- Pupils will take an active part in learning
- Pupils and all staff will have a sense of purpose.
- All staff will have high expectations of all.
- Good use will be made of the opportunities to consolidate skills and use will be made of the knowledge that our pupils have acquired.
- Pupils will be encouraged to engage in their learning.
- Pupils will be encouraged to develop self-regulation skills
- Independent learning will be encouraged wherever possible and when appropriate.
- Pupils are given opportunities to work as individuals, in pairs, in groups and as part of a team.

### **Assessment, Recording & Reporting**

The Head of School will be responsible for making and keeping an up-to-date Register of SEND (School Census) and will also be responsible for the transfer of relevant information when a child moves to another school.

The school will have regard to the Special Educational Needs Code of Practice 2015, when carrying out our duties. We will ensure that parents/carers are notified of a decision by Woodbridge Trust of the provision that is being made for their child.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Personalised learning plans are put in place and monitored by the Class Teacher, working alongside the class team and other agencies, and updated on a regular basis. These are ongoing records towards specific outcomes for the pupil and records of impact from interventions are included.

The class will share this information termly with parents/carers and discuss and review provision and progress towards the set outcomes. This is additional time to Parents Evenings / Annual Reviews or Person Centred Reviews that are held for all pupils each term / annually.

Pupil Progress Meetings are held termly and the progress and attainment of our pupil is rigorously monitored and evaluated.

The procedure for assessment, recording & reporting will be in line with school

practice for the whole curriculum.

### **Supporting Pupil with Medical Needs**

Woodbridge Trust recognises that our pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Please refer to our Medical Needs Policy for further information.

## **ROLES, RESPONSIBILITIES AND RESOURCES**

### **Role of the Board of Trustees**

Our Trustee with responsibility for SEND and will meet with the Head of School (as appropriate) in order to be well-informed about the school's work in relation to SEND. The Board of Trustees, in co-operation with the Exec Head / Head of School or Service will take overall responsibility for developing and implementing Woodbridge Trust's SEND Policy.

The Board of Trustees will:

- Have regard to the provision of the 2015 Code of Practice.
- Monitor that the necessary provision is made for our pupils.
- Monitor, through the Head of School or Service, the implementation of the school's SEND Policy.
- Review the Special Educational Needs Policy annually and display the Policy on the school website.

### **Role of the Head of School**

The Head of School is responsible for the day to day operation of the school's SEND policy, and coordinating the provision for pupil with SEND by: -

- Monitoring SEND through each Key Stage. Liaising regularly with all staff.
- Completing regular audits.
- Keeping and updating SEND files.
- Ensuring that all staff are aware of objectives, strategies and guidelines of the policy, are aware of the procedure for identifying, assessing and making provision for pupils with SEND and carry out their responsibilities for the day to day teaching.
- Advising and supporting colleagues on matters relating to SEND.
- Being involved and contributing to the regular reviews of pupils.
- Liaising with educational, medical, welfare and other support agencies.
- Liaising with parents and carers.
- Regularly reviewing, and updating the SEND Policy and SEND Information Report.

The Head of School has responsibility for the daily leadership and management of all aspects of the school's work, including provision for SEND pupils. The Executive Head / Head of School or Service supported by other

SEND or leaders is responsible for managing the Pupil Premium Grant and Looked After Pupil Funding.

### **Role of the Support Services**

Other support services including Speech Therapists, Educational Psychology, Learning Disabilities Team, CLA Team etc visit school regularly to assess, monitor or work with individual pupils, and to advise the Class Teachers and those staff supporting each pupil. We work in partnership with the School Nurse Team and Paediatric Nursing Team to support pupils where necessary. If the staff at Woodbridge Trust need to access any service for pupils in school they will liaise with SLT who will refer to the relevant services via an Early Help Form and follow the procedures accordingly.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

All our pupils here at Woodbridge Trust have learning needs or physical disabilities which make it harder for them to learn than most other pupils of their age. For this reason, they need extra support, for example with their learning, with understanding of information, with remembering information, managing behaviour or organising themselves etc. This extra provision is put in place to support our pupils to be able to access the curriculum and to make progress.

There is a single School Based Category of Special Educational Needs Support for all pupils with SEND. Pupils' needs are identified by considering the whole needs of the child, not only special educational needs.

There are 4 areas of need, in which pupils may have difficulties:

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

All our pupils here at Woodbridge Trust will have met the criteria for admission to our school. However there may be times that we need to reassess their needs as they grow and mature towards adulthood.

Where a pupil is not progressing at a similar rate to that of their peers with comparable SEND or additional needs, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that we need to review provision for the individual pupil.

There can be many issues which impact on progress and attainment, such as attendance and punctuality, disability, health and welfare, including 'Children Looked After' and those in receipt of Pupil Premium Grant, attendance at several different schools, difficulties where English is not the

first language, or worries which distract the child from learning. We understand that pupils who experience barriers to learning are vulnerable.

Where any pupil is not making adequate progress in learning, targeted group interventions will be implemented by the Class Teacher. When it is judged to be appropriate and the pupil begins to make good progress, the level of support and challenge will gradually be adjusted and the outcomes monitored.

Parents will be informed where the pupil is in need of additional support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least termly.

Schools within Woodbridge Trust will provide support that is **additional to**, or **different from**, the differentiated approaches and learning arrangements provided within high quality teaching, as set out in the School Offer published on the school website.

Further information can also be found within the school's Local Offer available on the website [www.WoodbridgeTrust.bolton.sch.uk](http://www.WoodbridgeTrust.bolton.sch.uk)

### **A GRADUATED APPROACH TO SEND SUPPORT**

All class teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff.

In providing support that is **additional to** or **different from** the universal offer, the following 4 stage process will be used:

#### **Assess, Plan, Do and Review**

This involves:

**Assess** –Taking into consideration all information gathered about the pupil, assessments of attainment and progress, Class Teacher input, discussions with parents / carers / other agencies / the young person

**Plan** – Identifying the barriers to learning, establishing intended outcomes for the pupil and detailing the specific additional support to be provided to enable the pupil to make greater progress.

**Do** – Implementing the agreed support and interventions as detailed in the SEND Offer.

**Review** – Measuring the impact of the support provided and considering whether changes to that support need to be made

Further individual and small group interventions and support will be put in place within the school by the Class Teacher, with advice and support from additional agencies. A personalised learning plan will record this support and progress towards specific outcomes. Where the pupil still fails to demonstrate progress, a referral will be made to the relevant specialist service. Parents will be involved in the completion of referral documentation such as an Early Help Assessment Form.

### **Continued Professional Development (CPD)**

A programme of ongoing CPD is in place to ensure our staff have the appropriate skills and knowledge and expertise to support pupils with SEND. Specific training for different types of SEND will be prioritised according to the needs of our pupils.

The Trustee with responsibility for SEND will also undertake relevant training.

### **Ethnicity & Equal Opportunities**

Woodbridge Trust is an inclusive organisation and actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

All our pupils receive equality of entitlement to all activities, whether curricular or extra-curricular. Wherever necessary, special provision is made in the way of adult support or supervision, adaptation of existing equipment or purchase of specific equipment.

Our policy is designed to be culturally appropriate and inclusive of all pupils. We will aim to avoid any form of racism, sexism and stereotyping.

### **Parents and Carers of Our Pupils**

Our parents and carers wherever possible, are involved in meetings arranged to discuss and set desired outcomes and to review progress made towards these. During these meetings, they will be invited to contribute and give their own opinions about provision and learning experiences.

Partnership with our parents/carers plays a key role in enabling our pupils to achieve their potential. Woodbridge Trust recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents/carers of our pupils will be recognised as partners and supported to play an active and valued role in their pupil's education.

Information for parents/carers relating to the Local Authority and school's provision for SEND is available through the Local Offer and our Individual School Offer published on the school website. This gives details of links with



other agencies who offer support to the family and the pupil. The SEND Policy is also published on the school website. A hard copy of the school SEND policy is always available from the School Office.

### **TRANSITION**

Arrangements are made to collect all relevant information and records for new entrants from every stage at joining or leaving schools within the Trust. Transition meetings are held between the Class Teachers, Teaching Assistants and with the receiving school or class in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All our pupils in school take part in 'Transition Days / moving on moving up days' towards the end of the school year, where they will experience their new class environment and become more familiar with their new teachers and teaching assistants.

Records for pupils who move to other schools are forwarded to their new school.

Information about our Year 14 pupils is sent to their next setting during the Summer Term. This includes information about their learning and levels of attainment. Education Health Care Plans, minutes of review meetings with evidence of outcomes also shared. Where appropriate, meetings are held with adult health and social care services to ensure smooth transitions for all aspects of a pupils needs

### **Community Links**

The emphasis is upon learning within the home, school and community. Pupils will be given the opportunity to transfer knowledge, skills, attitudes and concepts that they have learnt to other situations. Some pupils are offered time learning in other settings, e.g. mainstream schools, museums, nurseries and the wider community. Social inclusion is encouraged wherever possible. Opportunities are created for the pupils to develop awareness of other cultures.

### **Monitoring the Policy**

- The Executive Exec Head / Head of School or Service and other SLT members monitor the day-to-day implementation of this policy.
- The Board of Trustees ratify the SEND Policy and School Offer both of which will be located on the school website to ensure public accountability.
- OFSTED inspections include the monitoring of SEND.
- The Local Authority reviews Education, Health and Care Plans annually.

### **STORING AND MANAGING INFORMATION**

In line with Records Management Procedures, all SEND information is stored securely in school. If for any reason, information remains in school, any information relating to Statements of Special Educational Needs must be kept for 30 years after the date of birth of the child, before being shredded. Advice and information given to parents regarding special educational needs must be kept for 12 years following closure before being shredded. Pupil's SEND Files must be kept for 25 years after the date of birth of the child and then reviewed.

### **DEALING WITH COMPLAINTS**

If any parent has concerns about progress or provision, they should:

- Consult the Class Teacher, in the first instance.
- Consult the Head of School or Service
- Executive Head Teacher

If the problem is still unresolved the complaint should be addressed by the SEND Trustee, who deals with the complaint following the statutory procedure.

### **Dissemination of the Policy**

Exec Head / Head of School or Service, Trustees, all staff members and health professionals will have access to this policy. Copies are available in school for parents on request.

### **This policy should be reviewed annually**