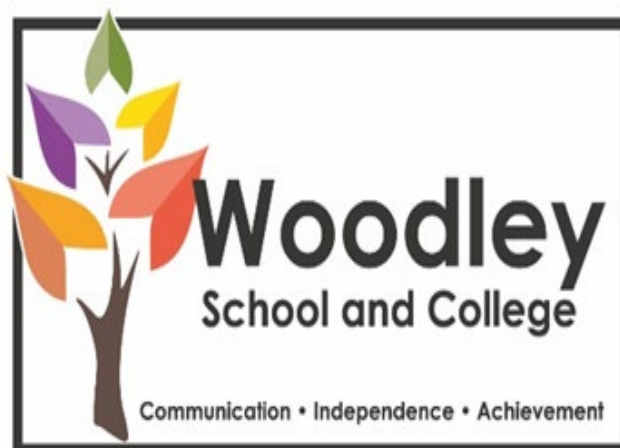


Special Educational Needs and Disability (SEND) Policy



Date	Review Date	Coordinator	Nominated Governor	Ratified at Governors Date
Nov 2025	Nov 2026	Suzanne Taylor	Ruth Hobson Chris Storey	

At Woodley School and College, we intend to provide a calm, safe, secure, positive, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education, which encourages good social skills and respect for self and others where young people develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. National legislation re disabilities, race relations and special educational needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety. This policy / procedure is intended to have the same positive effect on all protected groups and so would have a neutral impact in terms of equalities.

Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Act (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years (June 2014 updated May 2015). Woodley School and College is a Kirklees Local Authority special school for children and young people aged 5 - 19 who have a diagnosis of Autism and who are not able to access a supported place in a mainstream school.

Pupils will have an EHCP (Education Health and Care Plan) with their main need identified as being consistent with a diagnosis of Autism. It is likely that pupils may also have additional needs associated with the diagnosis,

Pupils at Woodley School and College will most likely have:

Extreme difficulties with self-management and self-regulation
Extreme difficulty with social interactions
Extremely high levels of anxiety
Extreme inflexibility and rigidity of thought
Extreme difficulties with sensory triggers

Philosophy

Everyone at Woodley School and College 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 growth.

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. At Woodley School and College we are 'committed to improving the Quality of Life for everyone within our school community.'

We believe that education is a partnership between home and school and that children learn best when home and school work together. There is a partnership between children and young people, home and school.

Aims

- To provide a safe stimulating environment
- To enable all children to communicate, using speech or AAC
- To offer a challenging, fun, appropriate curriculum

- To create positive partnerships with our parents/carers and professionals
- To inspire and have high expectations of children and staff
- To respect and value everyone
- To be inclusive and provide equality of opportunity
- To teach our children to be caring and confident
- To evaluate our practices to ensure work life balance, staff wellbeing and continuing professional development

OUTLINE of TEACHING STRATEGIES, STRUCTURES and APPROACHES:

All staff at Woodley School and College are committed to ensuring our pupils are receiving quality first teaching and are highly trained and specialised in areas of SEND and autism. We ensure that our teaching styles will be adapted to allow pupils to observe, explore, discover and learn. We have shared beliefs and values relating to our young people, our expectations for them are high and we recognise and utilise strengths to continue learning and developing skills. We adopt an ~~eclectic~~ flexible approach to learning, developing effective strategies that enable them to engage and enjoy. No single style of teaching will suit all activities. To maximise learning the school uses a range of teaching strategies, which are based on structured and positive approaches and take account of individual learning styles. 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.
- Social interaction, communication and co-operation being fostered and reinforced throughout.
- Whole class, small group and individual teaching as appropriate.
- Implementation of identified interventions to support learning
- Pupils being offered challenges through the careful analysis of previous attainment and well matched tasks and activities.
- Through organisation of teaching and learning environment, pupils will be given opportunity to generalise their learning in a variety of situations and contexts
- Development of a high quality learning environment
- Visual approaches to support understanding
- Augmented Alternative Communication AAC (I.T., Makaton, Core Boards,)
- Positive behaviour support
- Elements of TEACCH or workstations
- Person centred planning
- Intensive Interaction
- Sensory considerations
- Engagement model

Strategies for Learning

Effective Learning will take place via:-

- Implementation of a total communication environment
- Pupils will take an active part in lessons.
- Pupils, teachers and support 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 think and communicate about their learning.
- Pupils will be encouraged to develop self-regulation
- Independent working will be encouraged wherever possible.

- Pupils being given opportunities to work alone, in pairs, in groups and as part of a team.

Assessment Recording & Reporting

The school will have regard to the Special Educational Needs & Disability Code of Practice. When carrying out our duties, we will ensure that parents/carers are notified of a decision by Woodley School and College 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.

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

The procedure for assessment, recording & reporting will be in line with school practice for the whole curriculum.

All pupils' needs are reviewed on an annual basis at the Statutory Annual Review of their Education Health and Care Plan (EHCP). Contributions are made by the pupil, their parents, class teacher, and other professionals where appropriate. The focus of the review is to discuss pupil progress, appropriateness and accuracy of EHC Plan and the appropriateness of current provision.

Supporting Pupil with Medical Needs

Woodley School and College recognises that some pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. Where necessary additional advice and guidance will be sought from appropriate professionals

ROLES, RESPONSIBILITIES AND RESOURCES

Role of the Governing Body

The Governing Body, in co-operation with the Head Teacher will take overall responsibility for developing and implementing the school's SEND Policy.

The Governing Body will:

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

Role of the SENCO

The SENDCO at Woodley is Suzanne Taylor.

The SENCO 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 phase and liaising regularly with all staff.
- 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.

Role of the Head Teacher

The Head Teacher has responsibility for the daily management of all aspects of the school's work, including provision for SEND pupils. The Head Teacher liaises between the Governing Body and the SENCO. The Head Teacher is responsible for managing the Pupil Premium Grant and Looked After Pupil Funding.

Role of the class teacher

Each class teacher is responsible for:

- o Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- o The progress and development of every pupil in their class
- o Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- o Communicating with parents regularly to:
 - o Set clear outcomes and review progress towards them
 - o Discuss the activities and support that will help achieve the set outcomes
 - o Identify the responsibilities of the parent, the pupil and the school
 - o Listen to the parents' concerns and agree their aspirations for the pupil

Role of the Support Services

Other support services including Speech Therapists, Occupational Therapists, Music and Art Therapists, Educational Psychology, Learning Disabilities Team, CLA Team etc. visit our school regularly to assess, monitor or work with individual pupils, and to advise the class teachers. We work in partnership with outside agencies to support pupils where necessary. If the staff at Woodley School and College have cause to access any service for pupils in school they will liaise with the SLT who will refer to the relevant services.

A GRADUATED APPROACH TO SEN 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, additional advice, discussions with parents / carers.

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. An intervention plan will record this support and progress towards specific outcomes.

Continuous Professional Learning

A programme of on-going training and development is in place to ensure our staff have the appropriate skills, knowledge and expertise to support pupils with autism. Specific training will be prioritised according to the needs of our pupils. We will work collaboratively to develop provision and share good practice with other schools. Woodley is the Autism Educational Trust (AET) school's hub and post 16 hub for Kirklees.

Ethnicity & Equal Opportunities

Woodley School and College is an inclusive school 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. Woodley School and College 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 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.

Monitoring the Policy

- The Head Teacher and SENCO monitor the day-to-day implementation of this policy.
- The Governing Body publish the SEND Policy and School Offer 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 GDPR, all SEND information is stored securely in school. Any information relating to Statements of Special Educational Needs or Education Health and Care Plans must be kept for 25 years after the date of birth of the child, before being shredded. Pupil's SEND Files must be kept for 25 years after the date of birth of the child and then reviewed. If a pupil transfers to another establishment or starts further education pupil's files will be transferred to the new educational establishment.

DEALING WITH COMPLAINTS

- If any parent has concerns about progress or provision, they should:
- Consult the Class Teacher, in the first instance.
- A member of the leadership team
- Consult the Head Teacher

If the problem is still unresolved the complaint should be addressed by the Governors, who deal with the complaint following the statutory procedure.

Dissemination of the Policy

Head teacher, Governors, all staff members and professionals will have access to this policy. Copies are available in school for parents on request.

This policy will be reviewed annually.

Date of policy September 2021

Date of review October 2025

To be reviewed September 2026