



# Woodside Academy

## SEND POLICY

<b>Responsible post holder</b>	Assistant Headteacher and SENCO
<b>Approved by / on</b>	
<b>To be reviewed</b>	September 2025
<b>Publication Method</b>	Website

## **Introduction**

Woodside Academy is an above average sized special school (4-18) located in Bexley Local Authority. We cater for students and young people with a wide range of learning difficulties including Autistic Spectrum Disorder, Moderate Learning Difficulties and Medical Needs. All of our pupils have an EHCP.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- [Part 3 of the studenten 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, SEN co-ordinators (SENCOs)
- The school's SEN Information Report (found on the school website)
- The school's Safeguarding Policy (found on the school website)
- The school's Accessibility Plan (found on the school website)
- Teachers' Standards 2012

## **Rationale**

This policy serves to support all stakeholders in ensuring that the provision for all pupils is the best that it can be; tailored to individual needs, interests and abilities and aspirational about the outcomes for all pupils at all stages.

In conjunction with the SEN Information Report, this policy sets out our expectations for Woodside Academy and those regarding joint working with parents, local authorities and health and social care partners with the school motto '*All Together Better*' at the centre. These expectations ensure that we are compliant with both the letter and spirit of the SEND Code and Practice and serve to improve outcomes for young people.

## **Aims**

At Woodside Academy we are aware that the needs of any pupil with an EHCP will change at various points in their development. Our carefully considered SEND practices aim to promote early identification and intervention to support all pupils to overcome emerging barriers swiftly. Early identification and intervention are a corporate responsibility and will be responded to using a collaborative approach.

A pupil may also have a disability which causes physical barriers within the learning environment.

We believe that pupils learn in many different ways both individually and collaboratively and we endeavour to meet those individual needs.

In accordance with the SEND Code of Practice 2014 we aim to meet the needs of all our pupils to help them to realise their full potential.

## **Identifying SEND**

Although all students at Woodside Academy will already have a recognised profile of need, it is understood that additional needs may become apparent as they develop and grow

The SEND Code of Practice 2015 describes four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/ or physical difficulties.

The broad nature of these categories promotes consideration for the needs of the whole student, not just their educational needs.

When considering whether a pupil may have a new special educational need, the school must first address any other factors which may be impacting on progress and attainment but do not alone constitute SEN. These include:

- A newly diagnosed disability
- Attendance and punctuality
- Health and Welfare
- English and an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After student
- Being a student of Servicemen/women

The school recognises that pupils who fall into one or more of these categories may also have special educational needs.

### **A graduated approach to SEN support**

#### **High Quality Teaching**

The school applies an ongoing 'Assess-Plan-Do-Review' cycle. Teachers are responsible for the progress and attainment of all pupils in their class. On the basis of observations and assessments a teacher may consider that a student needs additional support. In the first instance, teachers are directed to the Bexley 'Quality First Teaching and Special Educational Needs Support Toolkits' which are available for Early Years, Primary and Secondary and Post 16 phases.

#### **Internal School Support**

Pupils are discussed individually with the Leaders at termly Pupil Progress Meetings. Other factors which could have an impact on a pupil's learning are discussed and parents may be invited to meet with staff to help overcome any external factors. Additional support to that delivered through our Core Offer will be considered and appropriate interventions be put in place. This support will be planned for and is overseen by the class teacher with their Phase Leader input as necessary. The additional support may be provided by a teaching assistant (TA) in small groups or individually, a Woodside based therapist or their teacher.

#### **Support from Outside Agencies**

The SENCO makes arrangements to draw on more specialised assessments from outside agencies for pupils with a higher level of need whose attainment continues to cause concern after a reasonable period of quality in class support and additional internal intervention has taken place.

### **Deployment of Resources**

The level of additional support and timetabling of this is decided by Senior Leaders, Teachers and SENCo. These decisions are informed by the half termly Progress Meetings. Teachers retain responsibility for the pupil on a daily basis and work closely with TAs and specialist staff involved to plan and assess the impact of support and interventions. Referrals to any outside agencies, e.g. The Educational Psychology Service, CAMHS, EITS, Speech and Language Therapy, OT and Physio are always made via the SENCo and in consultation with parents.

### **Training**

Teachers and teaching assistants access regular staff training according to the current needs of their pupils, and of the school as a whole. Training is strategically planned and aims to enable the staff to identify barriers to learning early and better understand strategies to support more vulnerable pupils.

### **Managing the needs of the Students**

Teachers adopt the 'Assess – Plan – Do – Review' cycle in their everyday planning and marking to monitor pupil progress and the effectiveness of learning and teaching. Strategies, additional support, interventions and referrals are discussed and agreed by teachers and senior leaders at Termly Progress Meetings. These become the provision maps for each class and are working documents for teachers to refer to when teaching and planning. Measurable targets are set for pupils on their Personalised Learning Plans and Wellbeing Plans. Individual plans are reviewed and updated termly and are shared with parents at Progress Review Days.

### **EHCPs**

Teachers have an ongoing record of progress which is then reviewed termly against their targets in their Personalised Learning Plan - PLP (Appendix 2) which outlines how targets will be addressed and who will deliver the input involved. These are taken from the outcomes set out in their EHCP.

An annual review of the EHCP takes place at a meeting attended by parents, all school and external professionals involved with the pupil and the pupil themselves (if appropriate). The long term objectives set out in the original plan and short term targets set are reviewed along with the progress made by the pupil. New targets are set and any new approaches agreed. Parent and pupil views are shared and discussed. The paperwork from these meetings must then be shared with Bexley LA within 2 weeks and Bexley LA are responsible for updating the EHCP.

### **Supporting pupils and their families**

Parents and pupils are encouraged to raise any concerns with regards to learning or emotional difficulties initially with the class teacher by appointment at the school office.

Families are invited to look at

- the school's website, virtual introduction and tour
- the information report

### **Admission arrangements**

All potential pupils must have an EHCP with a confirmed diagnosis and primary need of ASD.

The LA consults with Woodside by sending through a pupil's EHCP with accompanying professional reports and any recent Annual Reviews. These are scrutinised and a decision made as to whether the pupil's needs could be met within the provision available at Woodside Academy. Should the pupil meet the criteria a place is offered subject to one being available. Where there is no available place the formal response indicates this along with the view that their needs could be met at Woodside. If the pupil does not meet the criteria and the professional view is that their needs could not be met at Woodside a formal response is sent to the LA indicating this and briefly outlining the reasons why.

Once a place is offered and accepted the appropriate phase leader will contact the parents and carers to arrange the transition process.

### **Transitions**

For information about Transition Arrangements please see the Woodside Academy School Information Report

### **Supporting pupils in school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The arrangements in place in school to support pupils with medical conditions are outlined in the school's 'Supporting children with Medical Conditions and Managing Medicines in School Policy' on the school website.

### **Monitoring and evaluation of SEND**

The school is committed to a rigorous approach to evaluating and monitoring the effectiveness of teaching at all levels and its impact on learning. In addition to the termly progress checks, Senior Leaders regularly monitor within their areas of responsibility. The primary focus is on individual provision as outlined in their EHCPs. Governors are kept informed of the school's SEND profile.

### **Training and resources**

High Needs Funding (HNF) for individual pupil needs is allocated by Bexley and issued every year. This consists of a banded funding amount based on the pupil's presenting needs and functioning. Should the need increase then an increase in the funding band can be requested.

The training needs of staff are identified and planned for in relation to the current needs of the pupils. Whole staff training opportunities are planned in accordance with the high frequency needs across the school and linked to the priorities in the SDP. Cyclical refresher training ensures that new staff are inducted into the whole school approach to SEND. This training may be delivered in house or by external agencies.

A member of the Senior Leadership Team attends Bexley SEN Forum meetings in order to keep up to date with the local and national updates in SEND.

### **Roles and responsibilities**

**SENCO: Buffy Lloyd**

- Liaising with and advising fellow teachers

- Contributing to the development of provision for all students in collaboration with the Senior Leadership Team
- Liaising with parents
- Attending relevant CPD that supports special needs work
- Contributing to the in-service training of staff
- Liaising with external agencies, including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Quality assuring the Annual Review process
- Contributing to the monitoring of provision as outlined in students' EHCPs
- Ensuring that the SEND Information Report (available on the school website) is in line with the SEND policy

### **Teaching Staff**

- Adhering to the school's SEND policy and compliant with the School Information Report
- Understanding the processes and procedures to address new and emerging needs
- Differentiating planning in order for all pupils to access the curriculum
- Writing Personalised Learning Plans and Wellbeing Plans
- Working with teaching assistants in supporting pupils
- Preparing for and lead annual reviews
- Informing and sharing concerns with Senior Leaders and parents
- Engaging with continuing professional development opportunities relating to SEND and draw upon skills base when working with individuals and groups or pupils.

### **Governors:**

- Having regard to the SEND Code of Practice 2014 when carrying out its duties
- Being involved in developing and monitoring the school's SEND policy
- Being up-to-date and knowledgeable about the school's special needs provision, including how funding, equipment and personnel resources are deployed
- Ensuring that special needs provision is an integral part of the school development plan
- Monitoring the quality of special needs provision
- To report to parents on the implementation of the school's policy for pupils with special educational needs and/ or disabilities.
- To ensure that the SEND offer (available on the school website) is in line with the SEND Code of Practice 2014 and the Special Needs policy

### **Head Teacher**

- To promote high standards of education for all pupils
- To inform the school's governing body of updates regarding provision
- To work closely with the Inclusion Team in implementing this policy
- Ensuring **all** staff are aware of specific pupils' needs
- To ensure that the SEND Information Report (available on the school website) is in line with the SEND Code of Practice 2014 and the SEND policy

### **Non teaching staff**

- To work with class teachers in supporting pupils by addressing targets and preparing resources that will support those targets, enabling each student to have access to the curriculum
- To help pupils to become more independent
- To liaise with outside agencies alongside the class teacher, Phase Lead and SENCo to gain specialist advice and support for individual pupils
- To engage with continuing professional development opportunities relating to SEND and draw upon skills

base when working with individuals and groups or pupils.

### **Reviewing the policy**

This policy will be renewed annually in partnership between the SENCo, Inclusion Team, Headteacher, teaching staff and Governors. When renewing the policy, the school will ensure that it continues to meet the needs of the pupils and remains compliant with local and national guidelines.

### **Accessibility**

The school is physically accessible to all adults and pupils including those with disabilities. The school has lifts in both buildings. There are toilets adapted for disabled persons in both school buildings.

Specific needs for pupils with disabilities are accommodated wherever possible following the advice of therapists.

### **Dealing with complaints**

Complaints will be dealt with sensitively and confidentially. Concerns should be initially shared initially with class teachers and then phase leaders. If concerns are not resolved through these channels, a member of the senior leadership team should be contacted.

Any parent who may still have concerns is able to contact the special needs department of the Local Authority or speak to the Parent Partnership Officer.

### **Bullying**

Bullying of any form is not tolerated at the school. Incidents of harassment and bullying are investigated sensitively and quickly in partnership with families.

The school's Anti Bullying policy can be viewed on the school's website

**Reviewed by: B Lloyd (Assistant Headteacher and SENCO)**

**Approved and Adopted by:**