



Name of Policy: SEND Policy and Report

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Links with other policies and procedures: Accessibility plan, behavior for learning, equality information and objectives, supporting pupils with medical conditions.

Approval: Full Governing Body 10/5/21

Woodlands Meed Equalities Statement is available on the website:
www.woodlandsmeed.co.uk under policies.

Woodlands Meed's Aims

BUILDING UNIQUE FUTURES

In practice, this means that Woodlands Meed staff will aim to make learning and achieving enjoyable and rewarding. The curriculum will incorporate a wide programme of experiences, both in and out of the school and college. Pupils will be encouraged to develop social skills including a respect for themselves, each other, their community and the environment. Developing self-confidence and offering relevant opportunities to take part and contribute to social groups and to wider society are key tasks. A rich learning environment with varied opportunities should assist our pupils in developing independence as far as possible, during their school career and later, in adult life.

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1. Aims

Our SEND information report aims to:

- Set out how Woodlands Meed will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Woodlands Meed we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils receive their right to a high quality, accessible and balanced education, irrespective of special educational need, disability or medical need. We also aim to provide the best opportunities for our learners in terms of social development, independence and life-skills to support them in their adult lives.

Woodlands Meed currently has 281 learners on roll, all of whom have an Education, Health and Care Plan.

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, SEND co-ordinators and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Deputy Heads for SEND

Chris Carter (School Site) and Gillian Barton (College Site)

They will:

- Work with the Headteacher and governors to determine the development of SEND policy and provision in the school and college
- Have day-to-day responsibility for the operation of this SEND policy, SEND provision and the co-ordination of specific provision made to support individual pupils.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive high quality support and teaching, and appropriate therapeutic interventions.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with prior- and potential next-providers of education to ensure pupils and their families are informed about options and a smooth transition is planned
- Work with the Headteacher and governors to ensure that Woodlands Meed meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure Woodlands Meed keeps the records of all pupils with SEND up to date

4.2 The governors

The governors will:

- Monitor the quality and effectiveness of SEND provision within Woodlands Meed and update the governing board on this
- Work with the Headteacher and SMT to determine the strategic development of SEND policy and provision.

4.3 The Headteacher

The Headteacher will:

- Work with the governors and SMT to determine the strategic development of the SEND policy and provision in the school and college
- Have overall responsibility for the provision and progress of learners at Woodlands Meed

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 SMT/Deputy Heads to review each pupil's progress and development, and discuss any changes to provision
- Ensuring they follow the Woodlands Meed SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Learners' needs may be categorised into four broad areas:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Sensory and/or Physical

and provision as described in EHCPs is detailed according to these categories. Most of our learners have more complex difficulties and have a range of needs across more than one of these areas. Their provision is described in relation to these four categories and provided accordingly.

Woodlands Meed is committed to fulfilling all aspects of provision as described in a learner's EHCP.

Woodlands Meed is a maintained generic special school catering for learners from 2-19 years old.

We have provision to meet the needs of children with learning disabilities from moderate to profound. Many pupils also have additional needs, such as Speech, Language and

Communication Needs, Autism, physical disabilities, medical needs, and sensory impairments.

Woodlands Meed is not a designated provision for pupils with Social, Emotional and Mental Health needs as a main category of need, and consequently we are not always able to meet the needs of potential pupils with SEMH difficulties.

5.2 Identifying pupils with SEND and assessing their needs

All learners attending Woodlands Meed have an Education, Health and Care Plan (EHCP), which identifies the school as the most appropriate provision for the pupil. This also identifies the learner's primary needs and any additional needs. The annual review of the Education Health Care Plan ensures each pupil's current needs are considered regularly. Woodlands Meed works closely with therapists and external agencies to identify and support the holistic needs of every learner. The process of review enables staff and other professionals to identify additional strategies, resources, interventions or therapies that support pupils in making progress, even as their needs change over time.

5.3 Consulting and involving pupils and parents

Woodlands Meed aims to have effective partnerships with parents and carers. This is achieved through a shared understanding of the needs of our learners and regular discussions on progress through Annual Reviews, termly parents' evenings as well as informal conversations and meetings throughout the year, and ongoing dialogue over See-Saw.

We also encourage parent support and training groups via our SEND Alliance, and some sessions take place within our school and college. Additionally, The Friends of Woodlands Meed organise social events as well as fund-raising activities. For further information about our upcoming events please look on our website or contact the office.

Woodlands Meed values partnership with parents and carers and aims to respond supportively to any comments or concerns raised. The Annual Review process is also used as a forum for setting outcomes and agreeing actions for each year. Pupils are consulted about their own learning as much as possible, participate in the Annual Review process, and work with staff teams on their Next Steps targets wherever possible. Learners also elect their own representatives for the Student Council.

5.4 Assessing and reviewing pupils' progress towards outcomes

We have a robust system of reviewing our provision each term using a range of tools, including the Ofsted framework, our self-evaluation and Woodlands Meed Development Plan. This involves looking at:

1. Pupil progress

2. Next Steps and Annual Review outcomes
3. Behaviour and Achievement: our Skills for Life and Learning
4. Leadership and Management
5. Quality of Teaching
6. Curriculum
7. Social Moral Spiritual and Cultural Education
8. Attendance
9. Therapeutic input

Governors are involved in this process and receive regular reports.

Additional funding, such as Pupil Premium, is identified and tracked to ensure the impact is effective.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required or recommended. We will regularly review the effectiveness of support and interventions and their impact on pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Admissions to the Woodlands Meed are determined by the Local Authority and it is their responsibility to ensure that provision meets the needs of each child as identified in the ECHP. Parents are encouraged to visit Woodlands Meed as part of this process. Transition visits are arranged for every learner so they can familiarise themselves with the environment and meet staff and classmates. Additional information (transition booklets, social stories, photos, video, online sessions, etc) is often used to support learners as they visit and begin attending.

When the time comes for a child to move on we will liaise with the future placement to best support our leavers' next steps. Transition planning is a vital part of the annual review process from year 9 onwards, and learners are encouraged to be involved with their future plans as much as possible. Some students have the opportunity throughout KS4 and KS5 to benefit from college links and specialist adult providers in order to familiarise themselves with post-16 and post-19 options.

5.6 Our approach to teaching pupils with SEND

Every learner will follow the National Curriculum which is adapted to their needs and their learning. It will be differentiated to enable them to make progress and access learning at an appropriate level, for example- through the IMPACTS curriculum for PMLD learners.

Throughout Woodlands Meed pupils are grouped according to their needs, abilities, and age. The level of support will depend on a child's needs, as identified in their EHCP, balanced against our aim to cultivate as much independence as possible for our learners.

The curriculum is reviewed in line with regulations. Our aim is to provide a curriculum that is relevant, broad and balanced to ensure high levels of interest and engagement whilst covering all areas required to enable pupils to progress. Pupils at the College will have access to a wide range of opportunities to develop as young adults. These may include independent living, life skills and community learning as well as the more 'academic' subjects, dependent on ability and individual needs. All planning, including long term, medium term and short term, is differentiated within each class.

5.7 Adaptations to the curriculum and learning environment

Every learner will initially have their needs identified through their Education Health Care Plans. We constantly review this and use our expertise and experience to identify when and where additional support may be required. The Annual Review process is used to formally recommend amendments to need, provision and outcomes, in consultation with the WSCC SENAT Team.

5.8 Additional support for learning

Resources are allocated to pupils according to a learner's assessed need. Staffing is allocated to classes/year groups flexibly with some individual students receiving more support than others, sometimes for short spells of time as required. Some pupils also have individualised equipment that will enable them to access the curriculum and the social environment of Woodlands Meed.

We have a robust safeguarding policy in place and the pastoral care of our learners is a major part of our work at Woodlands Meed. Pupils' health and well-being is paramount. Personal Care is conducted discreetly, with dignity and whilst encouraging and maintaining independence whenever possible. We work closely with medical practitioners for those learners who have a health need and will discuss with families a Health Care Plan and the administration of any prescribed medication. We also work closely with Social Care, Early Help, IFD and the Child Disability Team, and our Wellbeing leaders work regularly with learners and their families to support well-being and personal development.

5.9 Expertise and training of staff

All our staff receive training and support to meet learners' educational, social and health needs. Every member of staff completes training in safeguarding and child-protection, universal Speech and Language, Moving and Handling, basic Makaton, Managing Medication and Positive Handling (Team Teach).

In addition to the statutory training within the school and college we have staff trained in attachment disorders, Jump Ahead and Motor Skills, Sensory Processing, Hydrotherapy, Rebound Therapy, specialist medical and mobility needs, and a number of specialist Autistic Spectrum Condition trained staff. Many staff are also trained in the use of specific assistive technology to support our learners in accessing the curriculum.

Our Wellbeing leaders are also very experienced in supporting our learners with social and emotional difficulties, and in helping learners through particularly difficult times.

5.10 Ensuring accessibility

The buildings are wheelchair accessible, and both sites have disabled toilet facilities, sensory rooms, Forest Schools areas and trampolines. The school site also has a hydrotherapy pool, adapted changing rooms, hygiene rooms, ceiling tracking and hoists, a sensory circuits room and a rebound trampoline. The facilities for these therapies are not currently available at the college site, so specific pupils with a need currently access facilities at the school site for therapeutic sessions. Work is underway to bring provision and facilities at the college site in line with that available at the school site. We have minibuses with tail lifts so that all pupils can access the local community.

5.11 Evaluating the effectiveness of SEND provision

Woodlands Meed facilitates a range of opportunities to discuss learner progress. Each term we hold a parents/carer meeting. We also discuss progress at Annual Reviews and our expectations for each learner. We communicate with families regularly through our home school books, by telephone or email, or using See-Saw, our online learning and communication tool. As well as the Annual Review, we provide an Annual Report each Summer detailing subject progress and non-academic progress such as social skills, independence and positive behaviour.

We use Next Steps to track and record progress against Annual Review outcomes for all of our learners. Staff teams also discuss and review progress for learners who are not making expected progress at Pupil Progress Meetings throughout the year.

5.12 Enabling pupils with SEND to engage in extra-curricular activities

At Woodlands Meed learners have the opportunity to access trips including residential experiences, if families wish. Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils. They provide a wide range of experiences beyond those available on-site to promote independence, develop confidence and social understanding and to participate in the wider community. We offer some after school activities at the college site and after school clubs are available at the school site. Both sites also offer the opportunity to participate in a Forest Schools education programme. All visits and activities are risk-assessed to ensure they are appropriate.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving access, engagement and social-emotional development

We have a number of specialists at Woodlands Meed, and a wide range of external services with whom we liaise regularly to support our learners' needs.

NHS Physiotherapy, Occupational Therapy, Speech and Language Therapy and Special School Nursing are all attached directly to Woodlands Meed, as well as our wellbeing team, who support our pupils and their families with pupils' wellbeing, social and emotional development.

5.14 Working with other agencies

We work closely with outside specialist services including the Sensory Support Team (Hearing and Visual Impairment), the Educational Psychology service, Music Therapy, PAT Dog therapy, CAMHS, the Special School's Mental Health Liaison, the Intensive Planning Team, Early Help, Social Care and partnership schools and colleges in our local area.

The SEND Alliance, which runs out of Woodlands Meed, is a specialist SEND hub providing information, training and support to schools and families in the local area on matters pertaining to special education. Through the SEND alliance we have good links with a great number of local mainstream schools and many of their families.

5.15 Complaints about SEND provision

In the first instance we encourage families to contact their child's class teacher. If they still have concerns then we recommend contacting the Headteacher or one of our Deputy Headteachers.

In the unlikely event that a concern is not resolved then we advise contact with our Chair of Governors.

Concerns regarding provision outlined in EHCPs can be shared with Woodlands Meed, who can support families in approaching WSCC SENAT if necessary.

5.16 Contact details of support services for parents of pupils with SEND

A comprehensive list of local services to support pupils with SEND is published and maintained on The Local Offer, which we would recommend as a first point of contact for identifying activities, services and expertise relevant to our learners.

The information in this report itself also forms a part of the West Sussex Local Offer, which can be accessed at:

<https://westsussex.local-offer.org/>

6. Monitoring arrangements

This policy and information report will be reviewed by Chris Carter and Gillian Barton 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.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour for Life and Learning
- Equality information and objectives
- Supporting pupils with medical conditions

8. Addendum : COVID-19

Due to the current COVID-19 pandemic, there are some aspects of our provision that may be affected by government guidance and restrictions. Whilst every effort is made to provide all interventions and therapies as normal, there are some sessions that require close contact between staff and pupils from different groups, which may need to be minimized to reduce the risk of possible infection, in line with government guidance. Where possible, risks are assessed, managed and mitigated to allow these sessions to run as normal, however as government advice changes, it is possible that certain aspects of specific interventions may not occur as they do under normal conditions, or will be adapted to ensure the safety of all participants.