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1. Introduction

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2015.

2. Principles

- Woodford County High School is a selective girls' grammar school. Students are admitted to the school through the Redbridge administered selection test and generally fall within the upper part of the ability range.
- Within the whole school aims, we seek to recognise and develop fully the potential of each student. To achieve this we will encourage personal development and build on prior achievement. We will provide appropriate support, counselling and the resources needed to enable this to happen.
- All students are entitled to a full and balanced curriculum; at KS3 and KS4 there is equal access to the curriculum for all.
- The needs and interests of young people are of central importance; the requirements of all students who may have Special Educational Needs either throughout, or at any time during, their school careers must be addressed. Governors have a statutory duty to ensure that proper provision is made.
- All teachers share the responsibility for teaching students with SEND.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

3. Aims

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

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4. Definition of special educational needs (SEN)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

5. Identification and assessment of pupils with special educational needs / disability

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language (EAL), attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. Teacher should seek support from their Head of Department in the first instance. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, teachers will liaise with the relevant Head of Year to ascertain the lack of progress in other subjects. If felt appropriate, the Head of Year will discuss the student with the SENCO and a decision made how to proceed with support. If SEND support is required, the SENCO will gather information from the pupil, parents/carers and teachers. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

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Special educational needs / disability can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to ‘label’ a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff. Teachers are required carefully to read, and respond to, ‘SEND summary documents’ for those students identified as requiring SEND support.

6. SEND Support

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs. Specific information regarding SEND Support pupils is outlined within an individual ‘SEND summary document’.

We adopt the graduated approach and four-part cycle of ‘assess–plan–do–review’ as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school’s best efforts, and with the agreement of the child’s parents/carers, we will involve appropriate specialists and outreach services.

Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school’s register of SEND pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

7. Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child’s needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child’s education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

Prior to September 2015, the children with the most complex needs were issued with a Statement of Special Educational Needs rather than an EHC Plan.



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8. Additional support for learning available to pupils with SEND

Examples of provision

This is not meant to be an exhaustive list. The strategies used will be appropriate for the individual student.

1. Help within school

- a) Additional support and time from subject or other teachers. This support may include:
 - Review of topics at student's own pace
 - Provision of additional resources suited to student's preferred learning style and academic ability
 - Assistance with time management and organisation
- b) The Student Guidance Assistant (SGA) may be used for in class or individual tutorial support.
- c) Heads of Year and Heads of Department have a responsibility to be aware of SEND students and to offer support to relevant tutors and teachers. Students may be assigned sixth form mentors for particular subjects or general support.
- d) Sixth form peer supporters can provide help with regard to emotional and social relationships issues.
- e) Use of external agencies in school. Referrals will be made through the SENCO. The agencies operating in school are as follows:
 - The Educational Psychologist comes to school on request to carry out assessments for specific learning difficulties, give advice on learning and study strategies to students and staff and attend parent and staff consultations.
 - The local authority SEaTSS (Special Education and Training Support Service) can be used (by referral) to access further support.
 - **Team 1** - Autism/Social Communication/Social Emotional Mental Health (SEMH)
 - **Team 2** – General learning difficulties (GLD), including medical syndromes, Language and Communication needs
 - **Team 3** – Physical and complex needs, Specific literacy difficulties (SPLD)
 - Team 4 – Sensory needs (including Vision and hearing)
 - A link advisor from SEaTSS and the Educational Psychologist meet with the SENCO termly to plan SEND provision.
 - Two school counsellors work part-time in the school and see individual students on a range of issues. Group workshops are offered occasionally.

2. Other external services

- The Educational Welfare Officer (EWO) comes into school once every fortnight to monitor attendance. Concerns can be followed up by letter or a home visit.
- Emotional Well Being and Mental Health Service EWMHS (Formerly CAMHS)
- The Home Tuition Service

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- The Brookside Unit for emotionally disturbed children
- Prospects Careers Service

9. Specialist provision, equipment and facilities

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use.

10. Evaluation of effectiveness of provision for pupils with SEND

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

11. Assessment and review of the progress of pupils with SEN

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually.

12. Admissions

Pupils with SEND are admitted to the school in accordance with the Admissions Code of Practice and on the basis of the LA admissions criteria. The London Borough of Redbridge is the Admissions Authority for the school.

13. Roles and responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. However, some key individuals and groups have particular areas of responsibility:

14. Governing Board

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them

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- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- to ensure that a pupil with special educational needs / disability joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting the needs of SEND students
- to appoint a member of the Governing Body to have special responsibility for SEND within the school. The member of the governing body with responsibility for Special Educational Needs is Mr Amjad Sharif. The governor monitors and evaluates the SEND provision by carrying out visits to the school with a SEND focus. The visits will usually include lesson observations.

15. The Headteacher

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely with the school's SENCO
- to seek out and share best practice with the LA and other schools

16. The Special Educational Needs Co-ordinator

The SENCO at Woodford County High School is Mr Iain Saxton. The SENCO is responsible for coordinating SEND provision at the school. His key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to liaise with the relevant Designated Teacher where a looked after pupil has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEND in the school community , ensuring they have access to the school's curriculum, facilities and extra-curricular activities



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- to ensure that the records of pupils with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment of learning support assistants, providing support and training as needed and to be their line manager.
- to contribute to the in-service professional development of staff in relation to SEND

17. Teachers

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate: make full use of SEND summary documents written for each SEND pupil
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEND

18. Student Guidance Assistant + Sixth Form Administrative Assistant

- to support pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, SENCO or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review

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19. Arrangements for partnership with parents

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the Redbridge Information Advice & Support Service (RIASS) for independent support and advice.

20. Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

21. Storing and managing information

See Woodford County High School's Data Protection Policy (SP03.08/00).

22. Links with other schools

Advanced planning for pupils in Year 5 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCO of the primary School to ensure that effective arrangements are in place to support pupils at the time of transfer. As outlined in the Code of Practice (2015), the school will also seek to engage with the educational institutions where students are moving onto (especially in the case of those choosing alternative 16+ provision).

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

23. Complaints procedures

The schools' complaint procedures are set out on the school website.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

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24. Woodford County High School's Local Offer

Further information on Woodford County High School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website: <http://find.redbridge.gov.uk>. Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

25. Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Equality Act 2010

Education Act 2011

26. Approval/Amendment

This policy is approved by the Governing Board of Woodford County High School.

It will be reviewed annually.

Any Amendments to this Policy will be updated as necessary to reflect best practice or amendments made to the Special Education Needs and Disability Code of Practice 2014 and will require approval by the Governors of Woodford County High School.