



SCHOOL POLICY

Special Educational Needs and Disability Policy

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1. Introduction

This policy is written in accordance with the Children and Families Act (2014), the SEND Code of Practice (0–25 years) and the Equality Act (2010). It reflects the school's commitment to inclusive practice, high expectations and equity of opportunity for all pupils.

The school adopts a **whole-school approach to SEND**, where high-quality teaching, adaptive practice and evidence-informed intervention are integral to improving outcomes for all learners. We recognise that **SEND provision is a core indicator of school effectiveness**, and we prioritise it within school improvement planning, leadership accountability and quality assurance.

Our ambition is not only compliance, but to ensure that pupils with SEND **achieve exceptionally well, participate fully, and are well prepared for their next stage of education, employment and adult life**.

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, adaptive teaching, 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 Special Education Needs and Disabilities (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 recognize and develop fully the potential of each student. To achieve this, we will encourage personal development and build on prior achievement. We will provide the appropriate support, and 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 SEND 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.
- We adopt a **social model of inclusion**, proactively identifying and removing barriers to learning, participation and belonging.
- We have **high expectations for all pupils with SEND**, ensuring they access a rich, ambitious curriculum that is coherently planned and successfully adapted.
- We ensure **co-production with pupils and families**, embedding their views, wishes and aspirations at every stage.
- We recognise SEND as a **leadership priority**, with clear accountability at all levels, including governors.
- We ensure that **provision is evidence-informed**, regularly reviewed and demonstrably impactful on outcomes.

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 their 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.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.
- Provide an environment in which individuals feel safe and are respected and encouraged to be the best they can be, in line with the schools' values and visions.

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.

4. Definition of Special Educational Needs and Disabilities (SEND)

Special Educational Needs (SEN):

A child or young person has **SEN** if they have a learning difficulty or disability which calls for special educational provision to be made for them.



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 them 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.

It may be the case that a student identified with (or suspected of) a learning difficulty is consistently able to meet expected levels of progress independently of any special educational provision. In this situation, the school would monitor students and is unlikely to identify the student as receiving SEN support.

Disability:

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

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 or widens the gap.
- has a disability which affects their access to the curriculum

Identification is a **rigorous, evidence-informed process** and is not based solely on attainment data. A range of information is triangulated, including teacher assessment, standardised data, observations, parental views and external advice where required.

The school ensures that **underachievement is not misidentified as SEND**, and that factors such as EAL, attendance, or pastoral need are carefully distinguished, in line with the Code of Practice.

Where a learning need (or needs) is identified, the school will endeavour to ensure it does not cause a student to make less than expected progress.

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 adaptive teaching within the classrooms, 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 appropriate, the Head of Year will discuss the student with the SENDCO and a decision made how to proceed with support. If SEND support is required, the SENDCO 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.

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 may have needs across more than one of these areas and 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 those who access specialist support. Teachers are required to familiarise themselves with each pupil's Individual Support Plans (ISPs) (formally known as SEND Pupil Profiles) and implement the recommended strategies and adjustments.

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 when needed.

Specific information regarding SEND Support pupils is outlined within their ISP. These ISPs include the nature of the pupil's difficulty and strategies and/or adjustments to support them in lessons. These ISPs are regularly reviewed across the academic year.



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The school adopts a **graduated approach (assess–plan–do–review)** that is systematic, cyclical and responsive. Each cycle is:

- **Assess:** Detailed understanding of need using a range of evidence
- **Plan:** Clear outcomes, provision mapping and staff accountability
- **Do:** High-quality teaching with precisely targeted support
- **Review:** Robust evaluation of impact against outcomes

Each cycle is **time-bound and impact-focused**, ensuring that provision is adapted or escalated where necessary.

Interventions are **evidence-based, time-limited and evaluated rigorously** for impact on progress, independence and long-term outcomes—not just short-term attainment gains. Some interventions will involve appropriate specialists and outreach services with the agreement the child's parents/carers.

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.

8. Additional support available to pupils with SEND

Examples of provision can be seen below. This is not meant to be an exhaustive list. The strategies used and support accessed will be appropriate for the individual student.

8.1. 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) In-class, individual or group support may be provided by those working in the SEND, Student Guidance, Health & Welfare or Pastoral teams.

- c) Heads of Year, Heads of Key Stage 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) Use of external agencies in school. Referrals will be made through the SENDCO. The agencies operating in school are as follows:
 - The Educational Psychologist - The SENDCO works with the Educational Psychologist assigned to the school and liaises with them regarding support they can offer.
 - The local authority SENDATS (SEND Advisory & Training Service) can be used (by referral) to access further support. SENDATS have five teams:
 - **Team 1** - Autism/Social Communication
 - **Team 2** – Cognition and Learning
 - **Team 3** – Physical and complex medical needs, Sensory needs (including MSI, Vision and Hearing)
 - **Team 4** – Training and Special Projects
 - **Team 5** – Home Tuition

8.2. 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
- Redbridge Connexions Team
- Redbridge MHST (Mental Health Support Team)
-

9. Specialist provision, equipment and facilities

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

10. Reasonable Adjustments and Equality

The school fulfils its duties under the Equality Act (2010) by making **anticipatory reasonable adjustments** to ensure that disabled pupils are not placed at a substantial disadvantage.



This duty applies to all aspects of school life, including curriculum delivery, policies, assessments, behaviour systems, trips and enrichment activities.

Adjustments are **proactive, personalised and regularly reviewed**, and may include changes to teaching approaches, resources, environment, routines or assessment arrangements.

The school maintains an **Accessibility Plan**, which outlines how access to the curriculum, environment and information will be improved over time.

11. Evaluation of effectiveness of provision for pupils with SEND

The impact of SEND provision is evaluated through:

- **Progress and attainment data** relative to starting points
- **Reduction of gaps** between SEND and non-SEND pupils
- **Pupil voice and engagement**, including attendance and participation
- **Preparation for next stages**, including destinations data
- **Quality of teaching adaptations**, monitored through QA processes
- **Impact of interventions**, measured against intended outcomes

Evaluation focuses on **impact, not activity**, ensuring that provision leads to sustained improvements in outcomes.

Evaluation of the effectiveness of provision for pupils with SEND include:

- Regular reviews of pupils' ISPs, including targets where applicable.
- Pupil and parent review meetings across the year.
- Reviews of provision maps.
- Monitoring by the SEND Team.
- Using report data to track and monitor pupil progress and attainment.
- Holding annual reviews for pupils with EHC plans
- Reviewing external agency support
- Feedback from pupils, parents/carers, staff, external agencies-

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.



Preparation for Adulthood

The school places strong emphasis on **preparing pupils with SEND for adulthood**, including:

- Independence and self-advocacy
- Employment and career readiness
- Community participation
- Physical and emotional well-being

These outcomes are embedded across the curriculum and SEND provision planning.

12. Assessment and review of the progress of pupils with SEND

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 outcomes in their Education, Health and Care Plan are reviewed annually.

13. 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.

14. 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:

The Governing Board

The Governing Board ensures that:

- SEND provision is **strategically prioritised and effectively monitored**
- Appropriate **resources and training** are in place
- The school meets its **statutory duties** under SEND and equality legislation
- There is a clear focus on **improving outcomes for pupils with SEND**

The Special Educational Needs Co-ordinator (SENDCO), Assistant SENDCO and Special Educational Needs & Disabilities Officer (SENDO)

The SENDCO at Woodford County High School is Mrs Holly Baillie. The SENDCO is responsible for coordinating SEND provision at the school. Her 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
- Working with senior leaders to identify staff training needs regarding SEND and incorporate this into the schools plan for continuous professional development
- 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
- 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 and adaptive teaching strategies appropriate for individual pupils with special educational needs
- to contribute to the in-service professional development of staff in relation to SEND
- with the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data. Then use this information to reflect on and reinforce the quality of teaching.

The Assistant SENDCO is Mrs Helen Longmate. Her responsibilities include assisting the SENDCo with the above and primarily overseeing the support of our Year 7 SEND pupils, including their transition arrangements.

The SENDO at Woodford County High School is Mrs Judith Connal. The SENDO supports the work of the SENDCO. Her key responsibilities include:

- Working closely with the SENDCO to identify students with SEN and assess and plan for appropriate provision.
- Leading on 1 to 1 and small group support and intervention for identified SEN students and monitor progress as a part of the review process.
- Ensuring all SEND administration is up to date.
- Good awareness and understanding of current Access Arrangements / JCQ guidance, including being the school's appointment Access Arrangements Assessor.
- Work closely with the SENDCO and Exams Officer to co-ordinate access arrangements for both internal and external exams.
- Liaison with external agencies and teachers across the school relating to SEN matters.

The SEND Link Governor

The member of the governing body with responsibility for Special Educational Needs is Mrs Saadeya Qureshi. The governor monitors and evaluates the SEND provision by carrying out visits to the school with a SEND focus. The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Manage all aspects of the school's work, including provision for pupils with SEND
- Have overall responsibility for, and awareness of, the provision for pupils with SEND and their progress.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Keep the governing body fully informed
- Work closely with the school's SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- to seek out and share best practice with the LA and other schools

Teachers

Each class teacher is responsible for:

- Planning a providing Quality First Teaching for all the pupils in their class
- Meet pupils needs through the graduated approach
- Providing for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate.
- Making full use of SEND ISPs written for each SEND pupil
- The progress of all their pupils, including those who receive additional support



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- Working with the SENDCO to monitor the effectiveness of interventions and the progress made by pupils with SEND
- Ensuring they follow this SEND policy and the SEND Information Report.
- Communicating with parents/carers when needed.

Student Guidance Team, Health and Welfare Team and other pastoral support

- to support pupils with their learning under the direction of the class teacher and/or the SENDCO, implementing strategies recommended by the teacher, SENDCO 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 SENDCO on the progress of the pupils with whom they work to inform planning and review.

15. 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 student's class teacher will work closely with parents at all stages in their education and if parents have concerns, their first port of contact 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.

16. Pupil participation

Pupils are active partners in their education through **person-centred planning approaches**. Their views, aspirations and lived experiences are systematically gathered and directly inform provision, target-setting and review processes.

Pupils are supported to develop **self-advocacy skills and independence**, in line with best practice and preparation for adulthood.

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.



17. Storing and managing information

See Woodford County High School's Data Protection Policy (SP03.01/005).

18. Links with other schools

Advanced planning for pupils in Year 6 is essential to allow a smooth transition to secondary school. The SENDCO, Assistant SENDCO or SENDO will liaise with the SENDCO of the primary School to ensure that effective arrangements are in place to support pupils at the time of transfer. Similar arrangements will be made for pupils transitioning to WCHS in later school years. 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.

19. 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.

20. 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.

The school publishes a **SEND Information Report**, in line with statutory requirements, which is reviewed annually and reflects current provision

This report provides clear, accessible information for parents and carers about how SEND support is implemented in practice.

21. 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



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The school is committed to continuous improvement and innovation in SEND provision. Leaders ensure that:

- SEND is **fully integrated into curriculum intent, implementation and impact**
- Staff are highly trained and confident in adaptive practice
- Provision is **consistently high-quality across all subjects**
- Pupils with SEND **achieve exceptionally well and feel fully included in the life of the school**

22. 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 2015 and will require approval by the Governors of Woodford County High School.