

Woodfield School 2018



SEND Policy



Woodfield School

Title of Policy: *Special Educational Needs and Disabilities (SEND)*

Status: Reflecting current practice

Person responsible:	SEND Lead: Pam Ash SEND Governor: Rose Williams
First draft written on:	<i>2010, Update of 2015</i>
Staff consultation on:	7 th November 2016
<i>Parent consultation on:</i>	<i>From 7th November 2016</i>
<i>Governor consultation on:</i>	<i>7th November 2016</i>
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To be implemented from:	<i>22nd November 2016</i>
Review date:	<i>September 2018</i>

SEND policy

Reference to Statutory Legislation:

This Policy draws on legislation from the Children and Families Act, 2014, The Equalities Act 1010 and the Special Educational Needs and Disability Regulations for 2014. It is written with guidance from the SEN Code of Practice from January 2015.

Our SEN Policy informs and is shaped by all whole-school policies and should be read with particular reference to our Equality and Accessibility Policies. It should also be read with reference to our SEND Information Report, which defines the provision, processes and structures in current practice and is also accessible on our website. This policy should also be read with reference to our Teaching and Learning Policy, and Progress and Assessment Policy, also made available on the school's website.

Woodfield School is committed to:

Providing a secure, enjoyable and stimulating place to learn where our pupils feel proud of what they have achieved. We have a curriculum that is practical and engaging where teachers have high expectations that challenge and meet the needs of our pupils in this multicultural school. We develop skills for independence in preparation for an active role in society and we maintain close contact with home, making parents and guardians welcome in school enabling them to play a full part in the education of their children.

Our Vision- 'Celebrating Success'

We ensure that our pupils feel they are successful learners and everything they do is valued. We reward and recognise every step pupils take to reach their full potential. As a school community we celebrate success with pupils in lessons, in the playground, on school trips and more formally in assemblies and through accreditation and the wonderful results pupils gain on their personal pathways through school.

Aims of the SEND policy

- that pupils access high quality provision as set out in their Education Health and Care Plan or Statement of Educational Need.
- that practice reflects our school mission statement;
- that all staff play an active role in identifying changing or emergent needs for our learners
- that responsive systems allow these needs to be met through quality first teaching and graduated provision, tailored to the needs of our learners.

Objectives:

These aims will be achieved by:

- driving quality first teaching through providing all staff with up to date and relevant information on the needs of all learners;
- providing staff with clear and accessible systems to feedback concerns, changes and strategies which can be disseminated throughout the school.
- Ensuring parents and carers have an active voice and role in their child's education, through joint-target setting and review, to ensure each learner is progressing to achieve their outcomes.
- Regular curriculum review and innovation, to ensure it is in line with the needs, outcomes and supports the aspirations of all learners
- Providing staff with regular and strategic professional development to develop SEN Pedagogy to meet the needs of our learners;
- Clear and transparent system of graduated provision in the four areas of need, allowing pupils to access responsive support.
- Ensuring additional provision is regularly reviewed and shared with parents/carers, families and learners, to drive progress towards each learner's outcomes.

Provision

Our Policy describes the values we hold and the way in which we aim to meet the needs of all learners. Our provision is defined by the Special Educational Needs of our learners. A high proportion of our students have Communication and Interaction, Cognition and Learning and/or Social, Emotional and Mental Health Needs. At Woodfield we use a graduated approach starting at a whole-school level of personalised quality first teaching, with additional support that can be introduced to overcome barriers.

Provision should continually evolve with our students' development to Maximise on successes and to overcome emergent or developing needs. All our learners hold a legal document that names Woodfield: an Education, Health or Care Plan. Applications to the school are determined by the Local Authority.

Safeguarding:

Safeguarding is the first responsibility of all staff who come into contact with children and families, and is overseen by our Designated Safeguarding Lead, Pam Ash, and Governor for Rita Mills. Our Child Protection and Safeguarding Policy is available on our website.

Working in Partnership with Families:

The School is committed to working together with families to help learners achieve aspirational outcomes, generalize their learning and prepare for the wider world. This process is captured each term by Learning Plans and provision mapping for each student, shared and agreed with families. Parents/carers and learners are invited to termly meetings to review objectives and progress, discuss areas of need and agree SMART targets for the term. Contribution from all involved professionals is sought for this meeting, so that it can be captured and recorded in the learning plan and shared by form tutors. Learning Plans help develop a dialogue around areas of need and provision to support the Annual Review of Education Health and Care.

The school also provides academic and subject based target- setting and reporting on a termly and annual basis, with a commitment to clear, accessible information on pupils' knowledge, skills and understanding.

The school is always open to further communication and adaptation around emergent concerns or changes of circumstance. Specialist staff and phase leads are available for meetings to discuss these and adapt

Learning Plans at parental request.

Identification and Graduated Response:

Woodfield is committed to personalised provision, starting with high quality class teaching tailored to each learner's needs and academic level. Concerns can be referred by all staff and on behalf of parents/carers and professionals, so that these can be further explored by specialist teachers and our therapy teams. Woodfield has access internally to a high level of additional support, teaching and therapy, which is continually assessed and evolved around the needs of our learners. We ensure that all provision is captured and shared with parents and learners, so that it can meaningfully inform target-setting and review.

The school publishes its provision map and the provision available in each of the four areas of need through our SEND Information Report. This includes our universal provision, which is accessible to all students, and our targeted and specialist support.

Form tutors work with families, learners, specialist teachers and therapists to set and review termly targets within the 4 Areas of Need, to drive and capture each learner's progress towards their outcomes.

Transition to Woodfield:

We aim to ensure a smooth transition for new learners by developing our understanding of their strengths, needs, preferences and areas for development prior to their admission and disseminating this to all staff prior to their start. This will be developed through consultation with teachers, professionals, parents/carers and the learners themselves with a series of transition visits to support their comfort and familiarity and allow us to make adjustments in support, teaching strategies, peer groups, structures and specialist involvement as needed.

Year 7 transition is supported by additional visits to meet the learner within their Primary setting, combined with attendance at the Annual Review meeting, where appropriate. Year 6 students will also take part in a series of induction days, to help to support appropriate grouping, provision and build familiarity and friendships prior to their start. During their first year a smooth transition will be supported by a Primary model, with one key teacher and consistent classroom base, to help develop

their security and facilitate changes and communication.

Transition within Woodfield:

As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. We set outcome statements for all our students for the end of each Key stage so that school, families and the pupils themselves can assess this progress.

Transition between a Key Stage means a change in a pupil's provision and curriculum, with a progressive focus in increased independence and responsibility, vocational education and the world of work, qualification routes and future pathways, with increased exposure to and reflection on a role in the wider community. From Year 9 onwards the Connexions Advisor is involved in the Annual Review process and will initiate contact with parents and pupils individually to begin this conversation and support process. We want pupils to have a meaningful voice in this process, and feel confident and prepared for their next steps.

Before a change of Key stage we have a series of transition days where pupils adjust to their new teachers, environment, expectations and curriculum with opportunities to reflect with form tutors and new adults about their feelings.

Transition from Sixth Form:

For pupils in Sixth Form there is a core focus on becoming more and more aware of their role, and potential within the community and building security in our local FE provisions through regular visits, work experience and offsite education. Transition and off site education can and is tailored to best suit each pupil and is discussed with parents and carers. Our key aim is that pupils are prepared for the changes they will go through and are confident in their own capacity to succeed. Preparation for transition from Woodfield is tailored to the needs of each pupil and evolves with the options available within our local authority and beyond. Further information and destinations is available on our school's Sixth Form page.

The Annual Review procedure:

- The SEND Lead with responsibility for Annual Reviews co-ordinates the review process. These are led by the form tutor for each learner, with oversight from a member of the Senior Leadership Team assigned to the phase or key-stage.
- the decision to amend an Education Health and Care Plan or Statement or funding allocation is made by the LA although the school will make recommendations based on the evidence gathered in school;
- when the LA has received the review papers and no changes are needed the LA then informs the school in writing and the pupil review papers are placed in the pupil file;
- when changes are made to the Local Authority informs parent initially and then the school in writing and the amended Education, Health and Care Plan then follows; the amended legal document is then placed in the pupil file.

Partnership with outside agencies:

The school is committed to working with external agencies to support the needs of our learners.

As a school we work closely with Brent Physiotherapy, Occupational Therapy, Hearing Impairment and Visual Impairment Services, and follow strategies and support programmes as recommended. These provisions will be incorporated into students Learning Plans so that provision and progress is recorded and evaluated by school each term.

Woodfield also works closely with Brent Social Care, Children with Disabilities and Transition Team, and the Child and Adolescent Mental Health Service (CAMHS), and Kingswood Centre (for learners with Mental Health needs post 16).

We work closely with Brent Special Educational Needs and Disabilities Advice and Support Service (SENDIAS), and Brent Carers, who provide free and independent support and advice to parents and carers.

Finally as a Brent Special School our provision we work extremely closely with Brent Special Educational Needs Assessment Service (SENAS) who oversee our provision and application process to Woodfield.

We welcome multi-professional involvement in helping provide the best possible support for all our pupils, if there is a professional supporting your child do let us know and we can include them in correspondence, professionals' meetings, and Annual Review process.

Oversight:

SEND Provision at Woodfield is overseen by the Deputy Head Teacher for SEND, Matthew Parker and the SEND Governor, Rose Williams through monitoring and ethos visits. Every learner's provision is monitored through the termly review of their learning plan, and through their Annual Review of Education and Health Care Plan.

Staff Training:

As a Special School and Teaching School we are committed to on-going staff professional development to understand and support the needs of our learners. Our induction procedures ensure all staff have an understanding of and access to pupil information, teaching strategies and training resources to support their role and work within the school. On-going professional development will be determined by role, can be determined through Performance Management, and in response to learner need and expertise. A summary of staff training and expertise is included in Appendix 2.

Complaints Process:

Complaints can be made to the Head of School, Nick Cooper either in writing or by emailing admin@woodfield.school.brent.sch.uk.

Parents can also contact Special Educational Need and Disability Advice and Support Service (SENDIAS) for support in this process, via email at sendias@brent.gov.uk or by phone (0208 937 3434) for free independent guidance and on-going support.

Appendix 1: Graduated Provision at Woodfield

Graduated Provision at Woodfield School				
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
A I L P U P I L S	<ul style="list-style-type: none"> -Oral language teaching, verbal, visual and kinaesthetic prompts -Targeted Blanks Level of Questioning -Class specific communication strategies and targets for all teachers -Daily structured peer group discussion -Daily Literacy and PSICHE/PSD lessons to support communication and social development -Scaffolded social activities with peers during unstructured time -High level staff training in Speech, language and Communication (see below), tailored throughout the year to respond to pupil need. 	<ul style="list-style-type: none"> -Small class sizes and group teaching -Scaffolding for understanding and challenge -Differentiation for pupil level and need. -Structured and chunked learning opportunities with opportunities to reinforce and generalise. --Shape Coding for written sentence construction delivered through English. -Termly-tracking and reporting to share progress and objectives with learners and families, close gaps and promote challenge. -A meaningful curriculum for each learner: ✓ SLD: Blended thematic learning, focusing on developing and generalising functional skills and independence for the wider world ✓ Secondary: Subject specific teaching, set for English and Maths, with daily literacy, numeracy and PSICHE/PSD, developing with vocational options and qualifications in KS4. ✓ Sixth Form: Focus lessons in Literacy, Numeracy, PSD, ICT and Vocational study, with progressive learning accessing resources and study in the community. 	<ul style="list-style-type: none"> -School Relationship Policy to promote positive and reflective relationships for towards adulthood. -Whole school reward systems to recognise and promote pupil effort and engagement, differentiated to be appropriate and meaningful for each learner. -Daily PSICHE/PSD lessons with form tutors, to explore and engage with key issues, relationships and day to day interactions -Pupil specific goals, joint set with pupils and parents and reviewed each term -Scaffolded social opportunities before school, during breaks and lunchtime to build relationships, confidence and social skills. 	<ul style="list-style-type: none"> -Pupil-specific strategies and expectations for focus, attention and stimulus, integrated into all teaching. -Learning is supported with verbal and visual prompts, multisensory learning opportunities and discrete chunked learning objectives. -High level weekly Physical Education, differentiated to all abilities and needs, scaffolded to build confidence and independence. -A range of exciting sporting activities, accessed through subject teaching, lunch and break-time clubs and regular opportunities to take part in external activities, events and competitions to build resilience.
S O M E P U P I L S	<ul style="list-style-type: none"> -Intervention programme and class support from the Speech and language therapist -Consultation and collaboration with teaching staff - Group and individual programmes targeting identified pupils, delivered by school staff - Integration of AAC into learning (Grid's software, Light-writers) - Home-programmes for individual students overseen by the Speech and Language Therapist. - Social Communication Intervention - Direct individual and group therapy delivered by the Speech and Language Teaching Assistant - Direct individual and/or group therapy delivered by the Speech and Language Therapist 	<ul style="list-style-type: none"> -Read/Write Inc. for developing Phonetic knowledge -Communicate in Print for developing literacy -Individual/small group TA led-Intervention to develop literacy -Individual/small group TA led-Intervention to develop Numeracy -Reading support -Home-programmes for Literacy -Home-programmes for Numeracy 	<ul style="list-style-type: none"> -Mentoring sessions -Small/group individual Mentoring programme -Pastoral Tracking -Pastoral support -Home-school Behaviour support -Pupil and Family consultation through TAMHS -Therapeutic consultation -Therapeutic Teacher support -Home-programmes and support for developing Behaviour -Home Programmes and support for developing independence -Group and individual Dramatherapy -Group TAMHS therapy -Individual Art therapy -Referral to CAMHS 	<ul style="list-style-type: none"> -Access and use of resources such as writing frames, pencil grips, and hand putty. -Lift access between storeys, staffing and transition plans for pupils by need and with parental input and review. -Pupil specific programmes, strategies, resources and home+ programme in response to sensory need. Access to sensory space as timetabled session, lunch/ break-time club or drop in by pupil need. -Access to travel training programmes, in and outside of school with a final aim of pupils travelling independently to and from school. -Consultation teaching strategies and support programmes from Brent Occupational Therapy and Physiotherapy, Hearing Impairment and Visual Impairment Services (accessed through referral).

Appendix 2: Staff Training at Woodfield School

Staff Training by Area of Need			
Communication and interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory:
Makaton Facilitator Training	Outstanding Facilitator Programme (OLEVI)	Team-Teach Facilitator Training Team-teach Level 2	SCERTS Training Emotional Freedom Technique
Makaton Foundation	Outstanding Teacher Programme (OLEVI) Dyslexia Accreditation	Team-teach Level 1	
Makaton Enhancement	Dyslexia/SpLD Training (Driver-Youth Trust)		
Elklan Facilitator training Elklan Speech, Language and Communication Support Accredited Training		Technique Level 1 and Drama and Movement Therapy Mental Health Awareness Training Mental Health First Aid	
Intensive Interaction			
Shape Coding		SCERTS training CAMHS Self-Harm Training	
Pupil specific training in using specific AAC devices Sound production	School specific training in Outstanding Teaching Assistant – Supporting Learning	School specific training in De-escalation and Positive Behaviour Relationship Management	
Use of Makaton staff training in Blanks Levels of Questioning Staff training in supporting communication Teacher talk and Questioning	Communicate in Print Working with students with ASC Working with students with SLD	Thinking Therapeutically in classrooms	