

**Woodkirk
Academy
& Sixth Form**

**SPECIAL
EDUCATIONAL NEEDS
AND DISABILITIES
POLICY**

**Reviewed and approved by the
Local Governing Board
on 23 January 2024**

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1. INTRODUCTION

Woodkirk Academy is an inclusive school. Woodkirk staff are committed to the inclusion of all students. We therefore:

- 1.1. Provide an environment which enables every student to be safe and healthy.
- 1.2. Value every individual and enable them to enjoy their learning and achieve their full potential.
- 1.3. Enable every student to make a positive contribution to their school and community.
- 1.4. Identify and respond to students' diverse and individual needs.
- 1.5. Identify and overcome potential barriers to learning.
- 1.6. Set suitable learning challenges for every student.
- 1.7. Have high expectations of all our students.

2. COMPLIANCE

This policy complies with the statutory requirements laid out in the SEND Code of Practice 2014, and has been written with reference to the following guidance and documents:

- 2.1. Equality Act 2010: Advice for schools (February 2013).
- 2.2. Children and Families Act (2014).
- 2.3. SEND Code of Practice 0-25 (2014).
- 2.4. DfE Teacher Standards (2011)

3. DEFINING SEND

The 2014 Code of Practice states:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (Taken from 2015 SEND Code of Practice: 0 to 25 Years).

4. HEADLINES FROM THE SEPTEMBER 2014 SEND CODE OF PRACTICE

- 4.1. From 2014, statements of special educational need have been replaced by Education, Health & Care Plans (EHC Plans). These are used to support children and young people from birth – 25 years.
- 4.2. The categories of 'School Action' & 'School Action Plus' have been replaced by one school based category of support. At Woodkirk this is called 'Additional Support'.

5. SEND CATEGORIES

- 5.1. There are four broad categories of SEND:
 - 5.1.1. Communication & Interaction.
 - 5.1.2. Cognition & Learning.
 - 5.1.3. Social, emotional and mental health.
 - 5.1.4. Physical and sensory.
- 5.2. The following is a list of factors **NOT** considered to be SEND. These may however impact on progress and attainment and therefore, where appropriate, a student may receive additional support from the school:

5.2.1. ALL disabilities



- 5.2.2. Attendance & punctuality
- 5.2.3. Health & welfare
- 5.2.4. EAL
- 5.2.5. Being in receipt of Pupil Premium
- 5.2.6. Being a looked after student
- 5.2.7. Behaviour

6. SEND AIMS

- 6.1. SEND is regarded as a whole school policy; all teachers are expected to teach students with SEND and are responsible for ensuring the curriculum is suitable for their different and/or additional needs.
- 6.2. All students are entitled to an education providing a broadly-based, balanced curriculum and, as far as is reasonably practical, those with SEND should engage in all the classroom and school activities. In order for this to be achieved, SEND students have access to all areas of the curriculum and the school does its best to secure and give appropriate provision and support. Support should be timely and effective and may be provided short or long term. The school invests heavily in the Teaching & Learning Group, where strategies are researched and developed to support students, and departments are trained to deliver appropriate learning activities.
- 6.3. The school aims to encourage a positive attitude to work in all students, including those with SEND, and involves parents and students in discussions of students' needs. The school is determined to treat all

students fairly and equally by integrating them into all lessons. The total needs of the school in general, as well as those individual students, must be considered however.

7. OUR OBJECTIVES

- 7.1. To identify, at the earliest opportunity, barriers to learning and participation for students with SEND.
- 7.2. To ensure that every student experiences success in their learning and achieves to the highest possible standard.
- 7.3. To enable all students to participate in lessons fully and effectively.
- 7.4. To value and encourage the contribution of all students in the life of the school.
- 7.5. To work with the Governing Board to enable them to fulfil their statutory monitoring role with regard to the SEND policy.
- 7.6. To work closely with external agencies, where appropriate, to support the needs of individual students.
- 7.7. To ensure that all colleagues have access to training and advice to support 'Quality First Teaching' and learning for all students

8. PARENT COMMUNICATION

Parents are regularly updated regularly on their son/daughter's progress. They are invited to attend and contribute to various meetings throughout the year such as Parents' Evenings, Annual Reviews, Outside Agency Meetings and Pastoral Meetings etc. The SENDCo will schedule opportunities to discuss SEND provision at intervals throughout the year and is available for parent consultations on request. We welcome and encourage all parents to participate in their son/daughter's educational progress from the outset, seeing them as equal partners.

9. IDENTIFYING STUDENTS WITH SEND

- 9.1. Some students will come from Primary school with SEND identified; they will be monitored in the first term and may be added to the SEND register. Existing students may have SEND identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all students:
- 9.2. The progress of every student is monitored termly. Where students are identified as not making progress in spite of Quality First Teaching they are discussed and intervention is considered.
- 9.3. Class teachers are continually aware of a student's learning. If they observe that a student, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

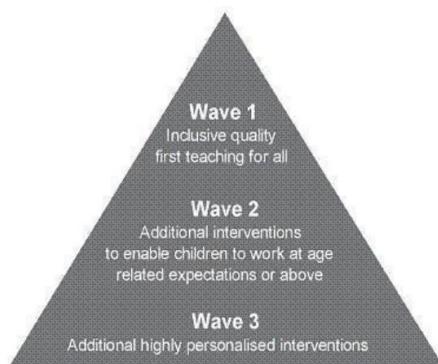
- 9.3.1. is significantly slower than that of their peers starting from the same baseline;
- 9.3.2. fails to match or better the student's previous rate of progress; and
- 9.3.3. fails to close the attainment gap between the student and their peers.

9.4. Parents sometimes ask us to look more closely at their son/daughter's learning. We take all parental requests seriously and investigate them. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the student may be placed at Additional Support (AS) on our SEN register (depending on the results of the investigations).

9.5. Although the school can identify special educational needs, and make provision to meet those needs, we CANNOT offer diagnoses. Parents are advised to contact their GP if they think their child may have Autism, ADHD or any other disability.

10. WAVES OF SUPPORT FOR STUDENTS WITH SEND

10.1. At Woodkirk we have a policy of personalised learning for our students. Targeted support in most cases means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults.



10.2. Wave one

This is through Quality First Teaching (QFT). Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Academic Support Assistants, Learning Mentors or other specialised staff. High quality teaching is the first step in responding to students who may or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Woodkirk regularly reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

10.3. Wave two

Support may also entail in-class work or targeted group interventions by Academic Support Assistants/ Learning Mentors. Interventions include small

group work for literacy and numeracy, Autism support and work on areas such as developing social skills.

10.4. Wave three

A small number of students with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. In these case students will usually have had medical or educational assessments designed to identify their areas of need and report on how parents and carers, schools, therapists and external experts and activities can help them make progress. These students may be assisted in class by Academic Support Assistants/Learning Mentors or withdrawn from class for special teaching or social development.

11. THE SEND REGISTER AT WOODKIRK

- 11.1. The SEND register is the responsibility of the SENDCo. The register is reviewed on an annual basis and considers information from teachers, Learning Support staff, parents and students.
- 11.2. If it is thought necessary to add a child to the SEND register parents will be contacted by the SENDCo. Strategies for quality first teaching will then be made available to staff through the SEND database and OPTS systems.
- 11.3. Most SEND students will have a bespoke profile (the ‘pupil passport’) outlining background information and strategies for support; this is written in consultation with parents/carers and the child.
- 11.4. Occasionally, a child placed on the SEND register no longer requires support; in these circumstances parents/ carers will be consulted before removing the individual from the register.

12. THE WOODKIRK ‘OFFER’

- 12.1. As discussed previously, wherever possible, SEND students are supported in mainstream lessons although withdrawal from these lessons can be implemented so that additional or different needs can be met. Any special arrangements are designed to allow students the opportunity to fulfil as much of their potential as possible.
- 12.2. EHCP/funded students are supported by Academic Support Assistants and teaching staff as indicated by recommendations on their EHCP which are reviewed annually with regard to their appropriateness.
- 12.3. Those identified as Additional Support (AS) students are supported as and when necessary.
- 12.4. In line with whole school policy, all students are taught in mixed ability groups in physical education, design and technology, art and design, RE / PSHRE, ICT and music. In all other curriculum areas it is the responsibility of the department to organise the structure of teaching groups.
- 12.5. Formal reporting to parents of SEND students, again, follows whole school policy. All students are closely monitored and tracked four times per year, with one full school report and one Parents’ Evening. Additionally,

parents/carers of students with EHCP of SEND/higher levels of FFI are invited to the Annual Review of the EHCP/FFI meeting.

13. INTERNAL INTERVENTIONS/SUPPORT OFFERED

- 13.1. In class support.
- 13.2. Literacy support.
- 13.3. Numeracy support.
- 13.4. Accelerated Reader.
- 13.5. Learning mentors.
- 13.6. Life coach.
- 13.7. Autism support.
- 13.8. Access arrangements in examinations.
- 13.9. Careers advice.

14. EXTERNAL AGENCIES

In addition to the internal support offered and depending on the needs of the student, Woodkirk will seek, or ask parents to seek the consultation and advice from a number of agencies. These include:

- 14.1. Educational Psychologists.
- 14.2. Speech & Language Therapists.
- 14.3. Deaf & Hearing Impairment Team (DHIT).
- 14.4. Visual Impairment Team (VIT).
- 14.5. School Nurse.
- 14.6. Student & Adolescent Mental Health Service (CAHMS).
- 14.7. Occupational Therapists.
- 14.8. Specialist Training in Autism & Raising Standards Team (STARS).

15. SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS

- 15.1. Behaviour is not classified as SEND. If a student demonstrates unwanted behaviours, the class teacher will assess the student's needs and refer, if necessary, to the appropriate pastoral head.

- 15.2. If a student's behaviour is felt to be a response to trauma or to a home-based experience, for example bereavement or parental separation, then appropriate support will be sought through Leodis Support Service.
- 15.3. If parents and school are concerned a student may have mental health needs, we encourage parents to ask their GP for a referral to the Student & Adolescent Mental Health Service (CAHMS).
- 15.4. All students' behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

16. ADAPTATIONS TO THE CURRICULUM TEACHING AND LEARNING ENVIRONMENT

- 16.1. The school is not currently accessible to wheelchair users. Leeds City Council have allocated funds and support for adaptations to Bruntcliffe Academy which has a much more readily accessible site and is recommended for wheelchair users in the Morley area.
- 16.2. Other "reasonable adjustments" will be made, as appropriate, to accommodate students with other sensory disabilities.
- 16.3. We encourage our classrooms to be inclusion-friendly: we aim to teach in a way that will support students with tendencies towards dyslexia, dyspraxia, Autism etc. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.
- 16.4. It is the responsibility of all teachers to include students with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

17. ACCESS TO EXTRA-CURRICULAR ACTIVITIES

All our students have access to before, lunchtime and afterschool clubs. Trips and visits are part of our curriculum and we aim for all our students to benefit from them. No student will be excluded from a trip or visit because of SEND.

18. PROFESSIONAL DEVELOPMENT

- 18.1. The SENDCo holds the National Award for Special Educational Needs Co-ordination (Leeds Trinity University). Onsite we have a member of the British Psychology Association who is qualified to administer Educational, Ability/Attainment Tests; this can help to identify individual needs including those where access arrangements are needed for examinations.
- 18.2. The SENDCo attends the SENDCo network meetings and any other external training that is deemed appropriate. The school has a comprehensive staff training programme of mandatory and voluntary sessions throughout the year which includes SEND training.

19. LIAISONS

- 19.1. Woodkirk Academy is part of the Leodis Academies Trust. This includes the amalgamation of Woodkirk, Blackgates Primary Academy, East Ardsley Primary Academy, Hill Top Primary Academy and Westerton Primary Academy. With collaboration at the heart of our work as a Trust we are able to share good practice, resources, and a philosophy that secures high quality teaching and learning across our schools.
- 19.2. We focus on the breadth of curriculum; we value and provide enrichment opportunities for our young people to develop their talents and to find new skills and interests.
- 19.3. We benefit from partnership links with other schools and institutions in our neighbouring area and in our family of schools. The SENDCo attends forum meetings with the main feeder primary schools and secondary schools in the area.
- 19.4. We particularly endeavour to facilitate a smooth transition for any student with SEND joining or leaving the school. To ensure smooth transition from primary school or on to college, the SENDCo meets with the relevant staff in the other phases to ensure that all key information is transferred and can be acted upon once the student moves from one setting to another. Additional visits/activities are built into the schedule for those students with complex needs.

20. GOVERNORS

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. The Governor with particular responsibility for SEND is Mrs J Standage; she meets with the SENDCo to discuss actions taken by the school.

21. EVALUATING THE SUCCESS OF PROVISION FOR STUDENTS WITH SEND

The Governing Board, in partnership with the SENDCo and other colleagues, will monitor and report on the success of SEND provision for students with SEND in a variety of ways:

- 21.1. Monitor and evaluate the success of short and medium-term targets
- 21.2. Evaluate the impact of tailored provision and programmes of study
- 21.3. Analyse progress data for students with SEND
- 21.4. Analyse attendance and exclusion data for students with SEND
- 21.5. Monitor progress against SEND priorities in the School Improvement Plan

22. COMPLAINTS PROCEDURE

The school has well established procedures for dealing with parental complaints. These are detailed in the complaints policy.

23. LEEDS LOCAL OFFER

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them; it includes provision from birth to 25. The Leeds Local Offer is available at:
<http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

24. SUMMARY

It is the school's aim to remove barriers to learning for all students in its care. Implementation of this policy will support the effective inclusion of students with SEND through raising achievement and enabling participation in the full life of the school.