



ANNUAL REPORT TO PARENTS AND GOVERNORS ON THE SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY 2023-24

1. Introduction

Schools have a duty to report to parents on the provision for SEND. Students with special educational needs have learning difficulties and disabilities that make it harder for them to learn than most students of the same age. These students may need extra or different help from that given to other students of the same age. The SEND Code of Practice (2014) lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of students. The Code describes a graduated approach which recognises that students learn in different ways and can have different kinds of SEN. At Woodcote students may be on the SEND register as requiring "SEND support". This is so step-by-step support can be put in place or specialist expertise can be sought to help the students overcome difficulties. Students who have needs that are more complex may have an Education & Healthcare Plan (EHCP). This report will outline the SEND provision for the school for 2022- 2023.

2. SEND profile

Table 10: Pupils on roll with SEN provision [ALL schools]

SEN Provision	Number of pupils
SEN Provision - education, health and care plan (code E)	34
SEN Provision - SEN support (code K)	222
Total number of pupils with SEN (codes E, and K)	256
No special educational needs (code N)	1040
Total pupils on roll	1296
Number of SEN Pupils in a mainstream school who are members of a special provision (SEN Unit). * Should be less than or equal to the total number of pupils with SEN (codes E and K)	0
Number of SEN Pupils in a mainstream school who are members of a special provision (resourced provision). * Should be less than or equal to the total number of pupils with SEN (codes E and K)	8



Primary EHCP Need	Number of Students		Primary SEND Support Category	Number of Students	
Autism Spectrum Disorder	12	% of EHCP in relation to students on roll	Autism Spectrum Disorder	19	% of SEND Support in relation to students on roll
Attention Deficit Disorder	3		Attention Deficit Disorder	13	
Speech, Language and Communication	13		Speech, Language and Communication	42	
Social, Emotional and Mental Health	8		Social, Emotional and Mental Health	70	
Moderate Learning Difficulty	6		Moderate Learning Difficulty	36	
Specific Learning Difficulty	6		Specific Learning Difficulty	57	
Severe Learning Difficulty	1		Severe Learning Difficulty	0	
Physical Disability	8		Physical Disability	7	
Multi-Sensory Impairment	1		Multi-Sensory Impairment	3	
Hearing Impairment	3		Hearing Impairment	7	
Vision Impairment	2		Vision Impairment	4	
Other	5		Other	15	
No Specialist Assessment	0		No Specialist Assessment	21	
Total	41	3.1%	Total	222	17.1 %

*Some students have more than 1 primary need.



3. Identifying pupils with SEN

Pupils are identified firstly by information from feeder schools via transition meetings and their files. Once at Woodcote screening tests take place in reading comprehension, spelling and writing. If required, additional tests such as processing, working memory are conducted. The tests used give standardised test scores which are vital moving forward to qualify for exam concessions for GCSEs. In addition all teachers are encouraged to refer pupils to the SEN team. They are then tested by the SENDCO and added to the inclusion register as required. There are regular link meetings chaired by the SENDCO with representatives of every subject in the school. Information is shared and differentiation/adaptive techniques are explored. Representatives then go back and share the information with members of their departments.

4. Progress made by pupils with SEN – comparisons with other groups

The overall Progress 8 score for the wider SEN cohort – including both students with EHCPs and those on SEN Support – was -0.34. Given national benchmarks, this represents a strong and encouraging outcome:

- It is below the national average for all pupils (0.00),
- But above the national average for pupils with SEN Support (-0.45), and
- Significantly above the national average for pupils with an EHCP, which stands at -1.13.

This demonstrates that, while there is still room for improvement, the performance of SEND students at the school is outstripping national averages for similar groups, indicating that targeted support and inclusive practice are having a meaningful impact.

Attainment data further supports this positive picture. Among students with an EHCP:

- 80% achieved grade 4 or above in English and Maths,
- 40% achieved grade 5 or above, and
- 5% attained grades 7–9.

For students on SEN Support:

- 39% achieved grade 5 or above in English and Maths,
- 30% were at grade 4, and



- 15% reached grades 7–9.

The attainment gap is clearly narrowing: non-SEND students recorded a Progress 8 score of -0.07, showing that outcomes for SEND learners are moving closer in line with their peers.

There were also a number of standout individual successes. Several EHCP students were among the most improved and highest-performing in the entire cohort. Impressively, all EHCP students secured a place at their first-choice college, reflecting the strength of the school's post-16 transition planning. Furthermore, 60% of EHCP students were recognised in the school's "most improved" category, with one student achieving results that placed them among the highest attainers overall.

5.SEN funding

The largest part of the SEN budget goes on the employment of the highly skilled team of TAs who provide the biggest input for the high needs pupils. This is funded by high needs funding provided by the pupils with EHCPs and the additional money which the school has to provide to meet the needs of SEN pupils who do not qualify for and EHCP but who still require some support on top of 'quality first teaching'. The member of the SLT and the SENCO are responsible for the allocation of the funding. One to one teaching and small group interventions on top of classroom support provided by TAs are the most frequently used interventions with the addition of some specialist interventions and assessments by Speech and language, educational psychology , physiotherapist and Occupational Therapists.

Woodcote High School is also a part "Croydon Locality SEND Support – Coulsdon". Locality SEND Support (LSS) is in place to improve support for children with special needs or disabilities who live in Croydon. Along with several other schools in the "Coulsdon Ward", we have been given funding to provide earlier and better targeted help and support to students with SEND . This will enable our SENDCo and SEND staff to work closely with our partner schools to quickly get the necessary support and help for students who are beginning to demonstrate that they have additional needs which cannot be met through our own school SEND resources.

This early help may be in the form of advice, school to school support, referral to specialist services, or additional resource can be put in place rapidly without unnecessary delay. This is because our group of schools hold the funding that can be directed to the most suitable children in an efficient targeted way.



This year Woodcote students with SEND have benefitted from specialist speech and language sessions commissioned by the LSS and staff training.

6. Education, Health and Care Plans and Additional Support

The school continues to support a large caseload of students with Education, Health and Care Plans (EHCPs), as well as those within our Enhanced Learning Provision (ELP). These students receive annual reviews led by the SENDCo and two other members of staff, with regular parental input.

All students with EHCPs benefit from a graduated response, including:

Wave 1: High-quality first teaching

Wave 2: Targeted in-school provision and interventions

Wave 3: More specialist, individualised support where needed

This academic year, 12 successful applications for EHCPs were made, bringing our total number of EHCPs in school to 41. Some of these EHCPs were awarded for students who subsequently transitioned to specialist placements or received EOTAS (Education Otherwise Than At School) packages.

We also successfully secured CLSS Locality Funding for several students, enabling us to deliver additional interventions and tailored support.

Interventions during 2023- 2024

This year, SEND department provided a wide range of SEND interventions to improve our SEND provision and meet the needs of students. All K and E students on the Inclusion Register now undertake initial assessments at the beginning of the year. From these results, we decide next steps. For students with a low reading or spelling age, this could be a literacy session in form time and for those requiring more intensive support, specific and targeted literacy intervention that occurs in the school day. We also offer the following Interventions:

- Literacy session including Lexia Power UP
- Speech and Language sessions
- Social Skills and Social Awareness



- Zones of Regulation
- Anxiety and Resilience course
- Handwriting and touch-typing
- KS3 and KS4 maths support
- Lunchtime club for vulnerable students
- Key Stage 4 academic mentoring
- Independent Living sessions for students in the ELP

Therapy Room for reflection, sensory needs, speech and language and social skills.

Link TAs to provide mentoring for students.

Increased numbers of laptops and chrome books for students requiring support with accessibility.

7. Staff development

The SENDCo regularly contributes to staff CPD and provides updates and opportunities for staff to be trained in supporting students with SEND. Staff have access to a range of CPD relating to various SEND needs. The SENDCO also had sessions with ECT teachers to explain the SEND process fully. This year we successfully had whole school sessions from the Croydon Sensory Team – Hearing Impairment and Visual Impairment Team, along with educational psychology team and speech and language specialists. These whole school input provided practical training for our staff and helped to enhance practice tremendously.

The SENDCo attends monthly Locality Meetings and Croydon's SENDCO Forum termly where there are opportunities for updates and SEND training that is disseminated to whole staff through emails or weekly Teaching and learning bulletins. In addition, the SENDCO was a part of several working parties in Croydon which provided further opportunities to work with SEND professionals in Croydon to review the school and local offer.

Our teaching assistants also accessed extensive speech and language training from the Croydon SCLN team. They also had internal training led by SENDCO through National College and other training led by our 3 HLTAS, some of whom are ELKLAN trained. We also have the vast majority of teaching assistants have all achieved NVQ3. All TAs have



a training target as part of their performance management and this year they all devised a way of differentiation for use with a group or individual pupil with whom they work. They also shared their ideas with each other so that other TAs could then use the same strategies with their pupils. There are a range of online courses that TAs have accessed.

8. Work with external agencies

The entire SEND department works with a wide range of external professionals to support the four areas of SEND. The ELP is supported by occupational therapists and physiotherapists who visit fortnightly.

We also engaged with the following professionals last year for students with EHCP and students on SEND support:

Sensory Team – Hearing and Visual Impairment

- School Nurse
- Occupational therapist
- Speech & Language therapist
- Counselling
- Educational psychologist
 - Transport Services
 - Wheelchair Services.

2023- 24 saw an increase in the referrals to Speech and Language services. Our link Speech therapist held three speech clinics open to parents and this enabled a larger group of students from Years 7 to 12 to access the service. Our Link Educational psychologist Jill Lawton also saw an increased number of students from Years 7 to 11, she completed assessments, observations and worked with students, staff, and families to improve access and outcomes.

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