

SEND Policy

At Woodcote High School we are a proud and inclusive community that celebrates diversity, embraces a love of learning, and inspires ambition in every student. Grounded in respect, we foster high expectations and empower all learners to grow, achieve, and thrive



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Introduction

Our Vision and Values

We are Woodcote.

Together we belong, together we learn, together we grow.

We are a proud, inclusive community that embraces learning, celebrates diversity, and inspires high aspirations. With respect at our core, we empower every student to grow, achieve, and thrive.

- **Welcoming:** We belong
- **Happy:** We are caring and inclusive
- **Supportive:** Everyone has what they need to succeed
- **Ambitious:** We aim to succeed at the highest level
- **Self-reliant:** We act responsibly and strive for independence
- **Persevering:** We work hard and show resilience
- **Inquisitive:** We are curious and lifelong learners
- **Respectful:** We are considerate and value diversity
- **Enthusiastic:** We embrace challenges and enjoy school life

Our values and vision in relation to SEND provision

Staff at Woodcote believe that all children with Special Educational Needs should have access to a broad and well-balanced education. We believe that all students can experience success in learning provided that the work they are asked to do is adapted to meet their individual needs.

This policy reflects and builds on the three principles identified in the guidance for the Code of Practice September 2014, which are that:

- the provision reflects the views, wishes and feelings of the child or young person and the child/young person's parents/carers.
- the cooperation and participation of the child/young person and their parents/carers is obtained as fully as possible in decisions by ensuring that they are provided with the information and support necessary.
- the needs of the child/young person and their parents/carers are met in order to facilitate the development of the child/young person and help them to achieve the best possible educational outcomes and other outcomes, preparing them effectively for adulthood. This includes recognition that pupils with SEND may face additional safeguarding vulnerabilities and may require additional support for their mental health and wellbeing

We recognise that there is a continuum of needs and provision. At Woodcote High School, we recognise our duties, as stated in the Special Educational Needs and Disability Code of Practice. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. It relates to children and young people with Special Educational Needs (SEN) and disabled children and young people.

SEND Code of Practice 0 – 25 (June 2014)

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Schools SEN Information Report Regulations (2014)
- Equality Act 2010: advice for schools DfE February 2013
- The Special Educational Needs and **Disability** Regulations 2014 (linked to clause 64)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Teachers Standards 2012

A. School arrangements – Basic information about the school's SEND provision.

A1 Defining Special Educational Needs and Disabilities

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 –25 (July 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014 and associated regulations
- SEND Code of Practice 0 – 25 (July 2014)
- Working together to Safeguard Children (2013)
- Supporting pupils at school with medical conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

This policy accepts the definition of special educational needs as set out in Special Educational Needs and Disability Code of Practice 0-25 years July 2014

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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (Special Educational Needs and Disabilities Code of Practice, 2014, Page 15)

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

Students will have needs and requirements which may fall into at least one or the following four areas of need;

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health needs (including mental health and wellbeing)
- Sensory and/or physical impairment.

Many students will have more than one area of need.

Defining disabled children and young people

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition. (Code of Practice 2014, Page 16)

A2 Objectives

Inclusion

Woodcote High School aims to raise aspiration and achievement for all by means of the provision of high quality learning. In all its policies, the school pays due attention to the Equalities Act 2010 which is reflected in the school's own Equalities policy.

To this end, the objectives of the School's provision for students with special educational needs and disabilities are:

- to welcome students with SEND into the School and meet their needs in a positive manner, accepting the part that our expectations and attitudes play in affecting a student's self-esteem and in overcoming aspects of SEND
- To work within the guidance provided in the SEND Code of Practice, 2014.
- to identify and assess students with SEND as early as possible ensuring that there is careful monitoring and assessment of all students throughout their schooling to address the needs of identified students' needs through the graduated approach as set out in the Special Educational Needs Code of Practice 0-25 Years (March 2014)
- to ensure that parents, carers and students are fully participative in the process
- to provide the greatest possible access to a broad, balanced curriculum, appropriate for meeting the needs of those children and young people identified as having SEND.
- to involve support agencies where this is appropriate

We will achieve these objectives by:

- celebrating diversity and valuing all achievements through positive reinforcement, as well as regular celebrations of success which give equal status to social, emotional, cognitive and physical achievements and so enable all children to feel valued for their efforts.
- planning and delivering suitably adapted lessons, with teachers ensuring they set suitably challenging targets and monitor progress
- identifying students with SEND through teacher observation and assessment, Cognitive Ability testing (CAT) on entry, Lucid Lass assessment and NGRT reading tests, SWST spelling test, progress in relation to National Curriculum frameworks, transition data and liaison from previous schools.
- consultation and information gathering from parents/ carers and students.
- planning and reviewing Provision Maps for all students on a termly basis, involving both parents and students as much as possible so that they understand the provision that has been provided.
- planning, implementing, assess, reviewing and reporting on programmes of intervention that meet the needs of students identified as having SEND where required.
- supporting and advising staff by providing them with information on students' learning needs and advice on how these needs may be met through INSET, briefings, Inclusion Register and discussion.
- ensuring that there is a special educational need development plan which reflects the training needs of staff and feeds into the school development plan .
- seeking advice from external agencies and making appropriate referrals.

A3 Roles and responsibilities

“All Teachers have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. “
Teachers’ Standards 2012.

“All teachers are teachers of students with special educational needs.”

At Woodcote High School:

- all subject teachers are kept informed about students with SEND by way of the Inclusion register, which is updated termly and via staff briefings. Staff will then make their own arrangements for adaptation as appropriate, with guidance and support from their subject teams, SENDCO and the SEND Department.
- teachers may refer students to the student’s tutor who will liaise with the Special Needs Department and the SENDCO if they are concerned about their learning by completing a cause for concern
- the following communication systems are in place to share information between tutors, SEND staff, SLT and the SENDCO: ‘round robin’ forms; weekly briefings; SENDCO attendance at Middle Leader Meetings and Pastoral Team Leaders Meetings.

A4 Co-ordinating and managing the provision

Role and responsibility of SENDCO

- Strategic Lead for SEND including budget and the day to day operation of the School’s SEND policy
- To keep staff informed (by means of the Inclusion Register) of the details of those students with SEND
- To identify students requiring SEND support and those students with Educational Health and Care plans (known as Statements prior to September 2014).
- To advise colleagues on SEND matters and differentiation and contributing to INSET of staff.
- To co-ordinate appropriate support for students with SEND
- To inform and liaise with parents
- To liaise with external agencies
- To manage the SEND Department consisting of: Teaching and Learning Support Assistants (TAs), Specialist Teachers and Administrator
- To support, monitor and arrange training of staff in the SEND Department.
- To regularly monitor the progress and development of students on the school’s SEND Register.
- With the assistance of the SEND Administrator and teaching assistants, to write and review Provision Maps for all students with intervention that is additional to and different from peers within the classroom setting, on a termly basis
- To arrange annual reviews for students with Education, Health and Care Plans
- Reporting to Governors on Code of Practice and identification procedures and SEN resourcing regularly
- Working with the Principal and Governors to ensure the school meets its responsibilities under the Equality Act 2010, including the Public Sector Equality Duty (PSED) reporting requirements.

The Role and Responsibility of the Subject teacher:

- Adapt teaching to respond to the strengths and needs of all students.

- To liaise with Teaching Assistants/ Higher level teaching assistants to ensure quality provision for students with SEND
 - To know when and how to adapt appropriately, using approaches which enable students to be taught effectively showing an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
 - To build excellent relationships with all students to enable To have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
 - To have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- DFE Teachers Standards 2012

Role and Responsibility of the Senior Leadership Team:

- Oversee the day to day management of the SEND policy in the School across subjects
- Allocate and monitor appropriate resources for SEND from the delegated budget and devolved statement funding together with the Head of Inclusion
- Ensure the effective use of the Code of Practice (COP), especially through continuous professional development (CPD) and appropriate allocation of times
- Monitor teachers' planning and practice with regards to SEND
- Monitor students' progress.

The Role and Responsibility of the Governing Body:

- To nominate a specific Governor with responsibility for Inclusion, SEND and Child Protection
- To ensure the integration of students with SEND within the School community, ensuring that the budget for SEND is allocated appropriately.

A5. Admission arrangements

The Code of Practice requires a school to admit all pupils who have a Statement of Special Educational Needs or Education, Health and Care Plan where it is has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the Statement/EHC Plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child, or
- the attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

The LA will work closely with the school so that any decisions on placement for a pupil with an Education, Health and Care Plan reflect the individual circumstances of each child and the school. This will include guidance on making any reasonable adjustments and signposting to training and guidance available, including support from the Croydon Special schools.

The SENDCO in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEN entering the school (See Section 6: Transition)

A6. Special facilities for SEND

Specialist facilities for SEND include:

- A SEND resource base, learning support, a base for vulnerable students and specialist teaching.
- Assistive technology e.g. lightweight laptops, an iPad, Dragon Speak voice to text software
- The Send Information Report on the school website gives the current offer of additional support programmes for students with additional needs.

The **Enhanced Learning Provision** provides students with a range of physical disabilities support on the basis of their individual needs within their timetabled lessons. The School site has been adapted to make it accessible to students with physical disabilities by means of:

- Ramps to allow access to all areas of the school
- 2 lifts to access upper floors of school
- Automatic doors
- Breezi chair for access to tables in Science lessons
- Height adjusting tables in Science, Food technology and ICT
- Privacy for assistance **with feeding if needed**

The students accepted in the ELP work with their peers in accessing a mainstream curriculum but in addition will have access to physiotherapy, occupational therapy and other outside agencies should they require it.

As they progress through the school their timetables will be negotiated with the student, parents and relevant members of the SEND team. This will ensure all students in the ELP receive their full entitlement to all aspects of the school's curriculum. Every effort is made to support the student's attendance and involvement in all school trips and events.

Facilities included to help meet the ongoing therapy, care and medical needs of the students include:

- Disabled access toilet
- Hygiene room with clos-o-mat toilet
- Hoist, sling and changing tables
- Wet room
- Physiotherapist and Occupational Therapist work with students in ELP
- Healthcare plans set up with the school nurses
- First aid trained staff specialised in specific medication
- Trained staff in manual handling
- Speech and Language Therapy
- Hydro Therapy delivered by a physiotherapist at local centres

B. Identification, Assessment and Provision – Information about the school's policies for the identification, assessment and provision for all students with special educational needs.

B1 Allocating and Managing Provision

Having regard to the Code of Practice, Woodcote High School endeavours to match the provision for students with the nature of their needs and to carefully, regularly record the students SEN, the action taken and the outcomes. This recognises that the INCLUSION register contains those students who are subject to an Educational Health Plan (EHCP) previously known as a Statement of Special Educational Needs. The allocation of resources is based on the levels of a student's SEND using the graduated approach set out in the Revised Code of Practice, July 2014. The LA audits the number of students on Education, Health and Care Plans (EHCP's) and gives funding according to numbers to meet the needs of these students, using a banding system according to level of need the school decides how to allocate this. This is monitored annually at the EHCP Reviews and by the appropriate SEND Case Manager.

Funding for SEND therefore includes the following:

- A core budget – which is based on the total number of students in the school.
- Additional and top up SEND funding – for those students subject to Education, Health and Care Plans which may include a personal budget (authorised by the LA for high needs students on EHCPs only).

The new Code of Practice (COP) 6.1 and 6.3 states:

All children and young people are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives; and
- make a successful contribution into adulthood, whether into employment, further or higher education or training.

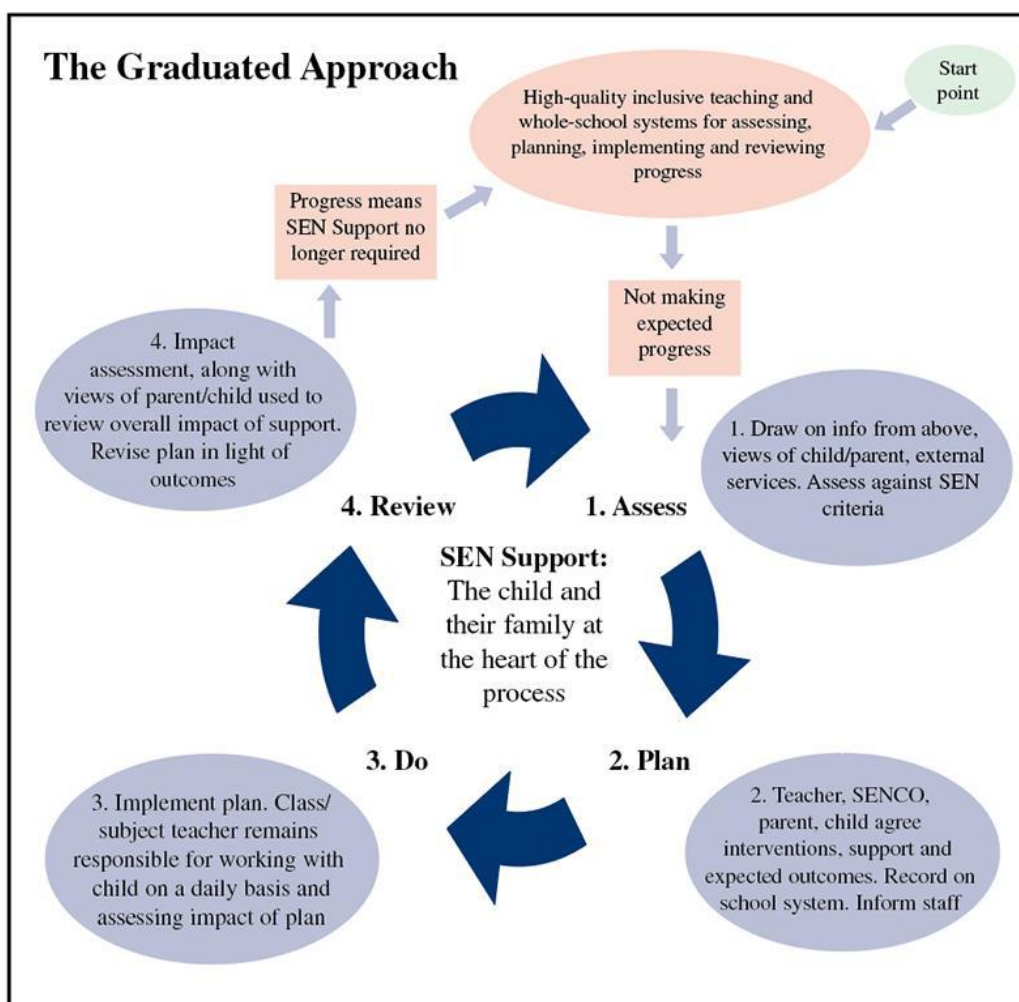
Children on the SEND register with Education, Health and Care Plans (EHCPs)

- Provision is made according to the needs outlined in the EHCP. This may include Specialist teaching support (1:1 or in a small group) and/or teaching assistant support in class.
- Annual review meetings are held to decide on appropriate provision for the following year. Parents, subject teachers and form tutors are expected to contribute to this review.
- Transition reviews are held at the end of Year 9 and Year 11 and the school's nominated Careers Advisor and the Croydon SEND Post 16 advisor is invited to attend.
- Students with Education, Health and Care Plans are listed on the Inclusion Register and subject teachers should make additional provision by differentiation in class and for homework tasks, as appropriate.
- Copies of EHCPs are kept securely in the Special Needs Department Office

B2 SEN SUPPORT PATHWAYS – assess, plan, action and review.

The school follows the Graduated Approach (Assess–Plan–Do–Review). This cyclical process ensures needs are identified, support is implemented, and provision is regularly reviewed for impact.

Document below



1) Assess:

The SENDCO identifies, via data, referrals from teaching and support staff or parents, that a child is making less than expected progress and may require additional support to help development of their learning, social or physical skills. The majority of students with SEN have been identified prior to entering Woodcote High School through our detailed transition programme with our feeder primary schools. The SENDCO/ where possible will attend Annual Reviews prior to transfer and plan transition for individual students as required. We have a structured transition programme for students who come via midterm admissions and the FAP process.

Appropriate staff will attend Induction Evenings so that parents/carers can establish a first point of call. In the first half of the Autumn term, the SEND team will observe new students in a variety of settings to ensure that all students who experience barriers to learning are identified.

In addition, students may also be identified by:

- individual teaching staff,
- self-referral
- referral by their parents/carers.

Once identified as requiring additional SEN support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as the Speech and Language Therapist. The SENCO may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

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

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change over time.

This comprehensive assessment:-

- analyses the pupil's needs
- enables completion of a summary profile highlighting areas of strength as well as key areas for development
- facilitates agreement of objectives and outcomes
- informs a SEND support plan detailing actions and resources to support progress towards targets. This may take the form of reasonable adjustments in the 'normal classroom' approaches used by teachers or a separate intervention by the SEN department.

2) Plan:

The plan will:

- Be outcome focused, clearly identify the desired benefit or difference from any intervention and support the evaluation of any impact of any provision
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil
- Be recorded on individual support plans or on class/school provision maps
- Be shared with parents/carers

PROVISION – Meeting the needs of SEN students at Woodcote

The primary, and most effective way in which all students' needs are met at Woodcote High School is through adapting practice in the classroom. Teachers are expected to use high-quality, inclusive teaching strategies that anticipate and respond to the diverse learning profiles within their classes. All teachers have planning folders with information regarding students' needs and our relational approach ensures that teachers know their students well and are able to support them effectively. Strategies might include, providing clear scaffolding, adjusting the level of support, making purposeful use of resources and technology. Through ongoing assessment for learning, staff identify emerging barriers and adapt instruction to ensure all students, including those with SEND, can access the curriculum, participate fully, and make sustained progress. These adaptive approaches form the foundation of our graduated response and ensure that classroom provision remains the first and most important layer of support. Strategies are shared via the inclusion register or EHCP for identified students and teachers ensure that these strategies are in place.

There is a comprehensive provision map produced by the SEND department which lists the types of provision available to students who are classified as having a Learning Difficulty or Disability.

Pupils on the highest tier of needs and whose needs cannot be met solely in the 'normal' classroom will have their additional needs met by targeted interventions.

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching we will offer additional SEND support.

Parents will be formally notified that their child will receive this additional support and the pupil will be placed on the SEND register where his/her progress and provision can be monitored more closely.

Once identified as requiring additional SEND support, pupils will receive an enhanced package of support to remove barriers to learning and the school will put in effective special educational provision. This will be managed through a four part cycle of assessment, planning, intervention and review. This cycle is known as the Graduated Response and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

Examples of intervention groups are as follows:

Small groups of students with Special Educational Needs in Year 7 and 8 follow a structured literacy and numeracy programme. Some specific group lessons are run for KS3 students with specific needs, e.g. ASD. They are withdrawn from selected lessons. Additionally classes may run after school for literacy and numeracy if pupils' needs cannot be met in timetable lesson time.

Modifications to this provision may be made following guidance and joint assessment by outside agencies such as the Educational Psychology Service, CAMHS and Social Services.

Speech, language and communication groups are also run by the Speech and Language Therapist and specially trained TAs in order to boost pupils' social interaction and literacy levels.

In Year 10, specially selected pupils may drop one option so that they can work closely with the SENDCO and the team of Learning Support Assistants. They use this time to improve literacy and/or numeracy and to work on homework or coursework in preparation for their GCSEs

3) Review:

Support plans will be reviewed and updated on a regular basis with refined and enhanced approaches and interventions put in place to match the pupil's level of need and reflecting advice from external agencies as required.

Parents will be invited to attend along with pupils when this is appropriate. Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupil's needs are more complex and he/she receives support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENDCO may make a referral to one or more specialist agencies.

If the pupil improves, they will then be classed as 'Monitoring' on the SEN/Inclusion register and when further progress is made they may be removed from the register completely. Parents will be informed when this happens.

EDUCATION, HEALTH and CARE PLAN

If students do not make expected progress, further interventions will be put in place and outside agencies will be asked for their assessments. If, following this there is still no progress, a request for statutory assessment may be made in order to obtain an Education, Health and Care Plan for the pupil.

Section 7.2 of the new Code of Practice 2014 states the following people have a specific right to request the local authority conduct an education, health and care needs assessment for a child or young person aged 0-25:

- The child's parent (or advocate on their behalf)
- The young person over the age 16 (or advocate on their behalf)
- A person acting on behalf of the school (this should be with the agreement of the parent or young person where possible).

B3 Curriculum access and inclusion (reference to accessibility plan)

Woodcote High School strives to be an inclusive school, engendering a sense of community and belonging through our:

- Inclusive ethos – “with appropriate strategies and support nearly all children with SEN can be successfully included in mainstream education.”
- Broad and balanced curriculum for all students – with appropriate adaptations
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all children.
- The school recognises the importance of promoting emotional wellbeing and mental health as part of inclusion.

B4 Evaluating impact

Progress will be evaluated through:

- Monitoring of classroom practice by SENDCO / Subject team leaders / Senior Leadership Team.
- Walkabout data analysis.
- Analysis of student tracking data and test results including CAT's, End of Key Stage 2 and 3 results, internal assessments and GCSEs and A Levels.
- The School's Leadership and Management Plan.
- Termly reports from SENDCO to the Principal / SLT / Governors.
- Data collection and summative reports on interventions at appropriate points in the programmes.

C. Partnership within and beyond school – Information about the school's staffing policies and partnership with bodies beyond the school.

C1 Staff development and performance management

Whole school needs may be identified and discussed when the objectives of the SEND policy are reviewed. The Assistant Principal in charge of Teaching and Learning will be alerted to the training needs of staff, suggesting training courses and liaising with the Principal and Curriculum/ CPD Lead.

Measures include the following:

- The SENDCO keeps abreast of new developments in SEND as set out in the new Code of Practice.
- Regular training takes place for the SEND team in weekly departments meetings.
- The school's staff are kept abreast of SEND issues at staff meetings at least annually.
- Additional INSET time may be made available as required to disseminate new information
- School Improvement Plan
- The Leadership and Management Plan addresses SEND issues
- SENDCO attends LA sponsored training classes each term to share and discuss latest developments with colleagues.
- The Principal is responsible for SENDCO's performance and management reviews.
- All staff receive regular training on SEND, safeguarding and mental health awareness to ensure inclusive classroom practice

C2 Links with other agencies

- Croydon SEND Team is available to be bought in, if required, to help with assessment, advice and/or some direct work with children who have learning or social, emotional and mental needs.
- Speech and Language/ Visual Impairment teams are asked for help with children with language impairment or visual or hearing difficulties.
- The Autistic Society and the ASD unit are available to give advice to staff involved with children who are autistic or have Asperger's syndrome.
- An Educational Psychologist (EP) may be bought in to observe, assess and report on children referred by the SENDCO. Parents and class teachers are always involved. The EP will continue to monitor children with continuing serious difficulties and feedback advice to the SENDCO.
- The Early intervention Adviser is available to support Pastoral concerns advising the school on strategies that could be employed to avoid further difficulties.

C3 Partnership with parents

- Parents of students in each year group may make appointments to see the SENDCO/Specialist Teacher at school parent evenings.
- Parents are informed of the school's decision to offer support for their child by letter or telephone call.
- Parents are welcome and encouraged to discuss concerns at any point, this is an important part of the SENDCO's role.

C4. Student voice

All children should be involved in making decisions where possible. The ways in which they are involved will change as they gain maturity, and we are sensitive to their feelings. We are aware that students at secondary level are striving to gain some independence and we would want to encourage independent learning with background support still available.

- All students are invited to express opinions about types and frequency of support.
- Students contribute to their support plans and are encouraged to set their own learning and wellbeing goals
- At Woodcote High School we encourage students to participate in their learning by talking about their difficulties in particular lessons and their feelings are always taken into consideration.
- At the termly student review meetings, students and their parents are invited to discuss their targets with the SEND team as well as the SENDCO, where appropriate.

C5. Working with other schools

Woodcote High School has a large number of feeder schools, from Croydon and neighbouring boroughs. Strong links with these schools are fostered wherever possible.

- The SENDCO and Deputy SENDCO attend the Croydon SENDCO forum and Secondary SENDCO meetings.
- The SENDCO attends the annual Croydon transition meeting in the summer term when SEND information is shared with Primary school SENDCOs.
- The Head of Year in charge of Year 11, in collaboration with the SENDCO complete requests from 6th form colleges and forward notes regarding SEND students.

Year 6 students attend an Induction Day at Woodcote Highs School, and the SENDCO collates referrals from teachers about any students who may experience difficulties

Once the school is aware that a child with an Educational Health Plan is transferring, the Head of Year 7 and the SENDCO contact the student's primary school. They endeavour to:

- Attend the Year 6 annual review meeting.
- Invite selected vulnerable students to participate in a transition programme in preparation for secondary school.
- Invite parents to an information meeting in the autumn term and other events which may be arranged in order to alleviate concerns, meet other parents and share information.

These measures ease the transition across the key stages and enabled us to have appropriate support in place from the start of the term.

Transition –Midterm Admissions

Children and young people with SEN can become particularly anxious about starting school or moving on to a new class or school. The school will seek to reduce any anxieties and ensure consistency of support by:

When moving to secondary school:

We have a structured transition programme for students who come via midterm admissions and the FAP process. Multi-agency meetings will be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help you child become familiar with the new setting and to reduce any anxieties. Your involvement in this process will be critical to supporting a successful move.

C6 MONITORING AND EVALUATION

This SEND Policy will be subjected to a regular cycle of monitoring, evaluation and review. Governors review SEND data through the Performance Report half termly at meetings. The Governing Body will annually consider and report on, the effectiveness of the school's work on behalf of students with SEND. Success indicators will include the following:

- The culture, practice, management and deployment of resources in the school are designed to ensure that the needs of all students are met.
- SEN students are identified early.
- Best practice is explored when devising interventions.
- The wishes of the student are taken into consideration.
- Parents/carers and educational professionals work in partnership.
- Intervention for each student is reviewed regularly.
- Evidence of movement between the stages of the Code of Practice.

C7 COMPLAINTS PROCEDURE

In the first instance, parents will initially make contact with the child's form tutor who will then liaise with the Head of Year and the SENDCO. The SENDCO will address the matters of concern. If the issue is not resolved satisfactorily, the Principal should be consulted in writing. The matter then becomes subject to the schools complaints procedure.

- Parents of students with an EHCP are put in contact with the support and advocacy organisations from Croydon LA, when the school is unable to resolve their complaint.
- Parents of students with additional need may also be put in touch with support and advocacy organisations from Croydon LA.
- Where concerns remain unresolved, parents may also access independent advice and mediation services as outlined in the SEND Code of Practice (2014).
- Croydon LA has its own complaints and mediation procedures which may also be invoked.

CONCLUSION

The school will make its best endeavour to provide for the needs of all its students in a community that is inclusive and supportive of the needs of the individual with an approach built on positive relationships. The careful identification and assessment of need will, where possible, be matched by the allocation of appropriate strategies and resources from within the school's notional SEN budget or as supplemented by the local authority for those students with EHCP or existing statements.

Appendix 1

Key developments since the SEND Code of Practice 2014

Since the introduction of the SEND Code of Practice (2014), several important developments have shaped how schools, local authorities, and other services support children and young people with special educational needs and disabilities.

Key updates include:

- **SEND and Alternative Provision (AP) Improvement Plan (DfE, March 2023)**
 - Sets out the government's long-term vision for a more inclusive, consistent SEND system.
 - Includes plans for National Standards for SEND (in development) to ensure greater consistency in identification, support, and provision across schools and local authorities.
 - Proposes improvements to the EHCP process, with more standardised templates and digitalisation.
 - Strengthens accountability measures for local authorities, schools, and health providers.
- **Mental health and wellbeing**
 - Greater recognition of the link between SEND and mental health needs.
 - DfE and Ofsted emphasise schools' role in promoting pupil wellbeing, with SEND pupils recognised as more vulnerable to mental health difficulties.
- **Safeguarding**
 - Pupils with SEND are at greater risk of safeguarding vulnerabilities.
 - Schools must ensure that the SEND Policy aligns with the **Safeguarding and Child Protection Policy** and with **Keeping Children Safe in Education (KCSIE, updated annually)**.
- **Equality Act 2010 and Public Sector Equality Duty (PSED)**
 - Schools must continue to make reasonable adjustments for disabled pupils.
 - Schools are required to report and review their compliance with the PSED and ensure the Accessibility Plan is aligned with this duty.
- **Preparation for adulthood**
 - Renewed focus on supporting pupils with SEND to achieve independence, employment, further education, and community participation.

Further information and guidance:

- SEND and AP Improvement Plan (DfE, 2023): <https://www.gov.uk/government/publications/send-and-alternative-provision-improvement-plan>
- SEND Code of Practice: 0–25 years (2014): <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Croydon Local Offer: <https://www.croydon.gov.uk/children-young-people-and-families/send-local-off>

