



Woodcote High SCHOOL SEND Information

Arrangements to Meet the Needs of Students with Special Educational Needs and Disabilities

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all students including those with special educational needs and disability. There is a shared expectation that all pupils, regardless of their specific needs, will benefit from inclusive teaching which will enable them to make the best possible progress in school, ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education and /or preparation for adulthood.

At Woodcote High School we are committed to a policy of inclusion. We believe that all students are achievers and have the potential to thrive regardless of their difficulties. It is our policy to identify and assess these difficulties so that learning is supported and differentiated to ensure outstanding progress is made by all students.

What support do we offer?

The school will use its best endeavours to ensure the necessary provision is made for any pupil with SEN. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice (2014).

Roles and responsibilities:

Who should I contact to discuss the concerns or needs of my child?

Class teacher/form tutor/subject teacher

He/she is responsible for:

- Adapting and refining lessons and learning activities to respond to strengths and needs of all students
- Checking on the progress of your child and identifying , planning and delivery of any additional support required to support progress within everyday teaching.

If it has been agreed that a pupil child requires additional SEN support the class teacher will also contribute and oversee delivery of personalised learning plans.

If you have concerns about your child you should speak to your child's class teacher/ form tutor first. Depending on the outcomes of these discussions you may have a follow up meeting with the SENDCO.



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<p>Special Educational Needs Coordinator (SENDCO) Name: Allison King Email: aking@woodcotehigh.org.uk senco@woodcotehigh.org.uk</p> <p>Deputy SENDCO Name : Amber Merrett Email: amerrett@woodcotehigh.org.uk senco@woodcotehigh.org.uk</p> <p>The Headteacher Name: Ms Kate Marrill Acting Headteacher</p> <p>SEN Governor-</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating provision for children with SEND and developing the school’s SEND policy. • Ensuring that parents are: <ul style="list-style-type: none"> ○ Involved in discussions to identify key strengths and areas of difficulties. ○ Involved in planning provision to overcome barriers to learning ○ Regularly included in reviewing how well their child is doing ○ Consulted about planning successful movement (transition) to a new class or school ○ Liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties ○ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND. <p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for students with SEND. <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Supporting school to evaluate and develop quality and impact of provision for students with SEN across the school.
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SEN Support – The Graduated Response Assess, Plan, Do and Review

How will the school decide if my child needs extra help? How can I find out about how well my child is doing?

Meetings are held each term to look at the progress of all students, at the level of subject teams and senior team. Meetings of the SEND department take place every week. Students’ progress is reviewed at least every three weeks at these meetings whilst the impact of interventions is reviewed at least once every term at these meetings. Furthermore, the SENDCO reads the report of the Teaching assistants on a day-to-day basis, to review students’ progress. The SENDCO responds to queries from parents and carers about how their child is doing, communicate with staff internally and liaise with external agencies.

Where there are concerns that a pupil is not making progress in key areas of learning, further assessments will take place and, as required there will be discussions with key staff to plan for additional support to be in place and the outcomes expected from this intervention. You will be invited to contribute to these



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discussions. Consideration of other circumstances will be taken into account to decide if difficulties are due to special needs or other factors.

We know how important it is to include the views of each pupil in seeking to review what is going well and how they can be supported. Your child will be invited to take part in reviews. We will use other ways to share their successes and plan for future support to ensure that we get their full views. Additionally, the Individual Learning Plan that students on SEND support and EHCP level all have, has a key section for student voice.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in a personal support plan. This will take into account your child's strengths as well as areas of difficulty. It will identify ways in which you can contribute to support good progress. The impact of this additional support will be reviewed regularly, at least termly. You will be invited to part of this review.

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources a request for an Education Health Care Plan may be requested.

The SENDCO will explain this process to you and show you how to find out more information about this. They will also share details of parent support organisations who can offer further support as required.

Tests and Examinations: Access Arrangement

For some students additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks, laptops for coursework and controlled assessments or use of a scribe.

The SENDCO will communicate with you if she feels that your child would benefit from these additional arrangements.

Curriculum and Teaching Methods(including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Our teachers are able to adapt teaching to meet the diverse range of needs in each class. Daily planning considers individual students needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Additional adults are used flexibly to help groups and individual pupils, with a long term goal of encouraging and developing independent learning skills.



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If required more specific interventions are available to support groups and individuals to develop key areas of their learning and development. This support is carefully targeted according to analysis of need and is delivered by TAs, or teachers on occasion. The progress of students is closely tracked for impact. The support can occur outside (but in addition to) whole-class lessons or be built into mainstream lessons as part of guided work. Critically, intervention needs to help students apply their learning in mainstream lessons, and to ensure that motivation and progress in learning are sustained. The expectation is that students will make progress which is at least in line with that which is expected of them. There may be times when support is delivered on a one-to-one basis to help students achieve very specific targets. Details of the additional support offered to your child will be included in their Individual Learning Plan . Full details of the range of additional interventions available within the school can be found on the School's Provision Mapping document.

The nature and range of interventions offered is reviewed regularly to ensure that it matches the needs of students at the school, including students who require support to develop their social interaction and resilience.

Access

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that students with SEN and Disability can take part in all aspects of school life. The schools accessibility plan is updated annually and can be viewed on the school website.

The plan also outlines actions the school intends to take to further develop access and inclusion for students with disabilities. Depending on specific needs of your child a more personalised access plan or individual health care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

We undertake additional planning and risk assessments to ensure that students with SEN can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

We monitor attendance at morning and after school clubs to make sure that students with SEND are able to access these enrichment activities.

Staff Expertise

How skilled are staff in meeting the needs of my child?

Provision for students with SEND is included in our regular monitoring of quality of teaching across the school. This helps to identify priorities for our ongoing programme of CPD to support whole school inclusive practice and to support new and less experienced staff.

Our SENDCO has completed the National SENDCO Award and holds Qualified Teacher Status. She is a specialist assessor having completed a CPT3a (CCET and AAC) qualification which is a Level 7 Psychometric Testing, Assessment and Access Arrangements course . She is also on the British Psychological Society Register of Qualifications in Test Use (RQTU) . She actively engages in a range of



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opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND. This include working with the Locality SEND Support which is an exciting new initiative by Croydon Council to improve support for children with special needs or disabilities who live in Croydon. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of each child.

The SENDCO ensures SEND training takes place as appropriate and staff are provided with regular opportunities to develop their knowledge and skills in regard to SEND needs. All teaching assistants have the opportunity to attend training sessions focused around developing skills and attributes relating to SEND matters. The training areas are linked to key areas to the SEND department and the school's development plans.

We have staff with specialised expertise and qualifications including:

- Higher level teaching assistants (HLTAs) with specialisms in Mathematics, English and English as an additional language.
- Teaching assistants have a NVQ 3 qualification – Supporting teaching and Learning in the classrooms
- Teaching assistants with ELKAN training.
- Teaching assistants with language specialisms.

External partnerships

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	What they offer?
Locality SEND Support (CLSS) Coulsdon (Area SEND lead- Mel Farris	<p>Locality SEND Support (LSS) is in place to improve support for children with special needs or disabilities who live in Croydon.</p> <p>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.</p> <p>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.</p>



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<p>Educational Psychology Service Our attached Educational Psychologist is: Jill Lawton</p>	<p>Specialist assessments and interventions for children and young people with SEN. From tailored support plans to targeted therapeutic work with children, on a one-to-one or small group basis as well as with families</p>
<p>Speech and Language Therapy Croydon NHS SALT team</p> <p>Our attached Educational Psychologist is: Eleri Morgan</p>	<p>Speech and language therapy provides life-changing treatment, support and care for children who have difficulties with communication.</p>
<p>Croydon Sensory Support Service Education and Youth Engagement</p>	<p>This service supports the development, access and achievement of children and young people (CYP) with hearing and visual impairments. The service. is staffed by specialist teachers and support staff.</p>
<p>CAMHS (Child and Adolescent Mental Health Service).</p>	<p>CAMHS are specialist NHS children and young people's mental health services.</p>
<p>SENDIAS – SEN Information and Advice.</p>	<p>SENDIAS provides independent information and advice and guidance for parents /carers of children and young people with SEND. They also provide mediation services.</p>
<p>Virtual School for Children who are Looked After virtualschool@croydon.gov.uk</p>	<p>This service oversees and monitors provision for children who are in care of the Local Authority</p>
<p>The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for students with SEN: http://www.croydon.gov.uk/education/special-educational-needs/sen-education/</p>	
<p>Transition</p>	
<p>How will the school help my child to move to a new class/year group or to a different school?</p>	
<p>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:</p> <p>When moving to secondary school:</p> <p>We have a structured Year 7 transition programme with a designated leader in charge of Year 7 transition. In addition our SENDCO will make contact with the SENDCO once a school has been named to start planning for transition. 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.</p> <p>Transition from year 6 to 7</p> <ul style="list-style-type: none"> • Primary transition forms are provided for all students 	



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- SENDCO attends all Y6 Annual Reviews for a student who has a EHCP or statement.
- Students with very specific needs will be provided with additional opportunities to visit the school
- All students attend a transition day at the school in June / July.
- Parents attend a transition open evening and meet the Headteacher, key staff and other parents.
- A phased induction programme is organised at the beginning of Y7 to ensure a smooth transition.

Transition from year 9 to 10

- Students will receive guidance on transition from all staff.
- Students will receive careers advice from school advisor.
- Parents will be invited to an Options evening to ensure informed and successful transition takes place.

Transition to year 11 to 12/college

- Students will receive guidance on transition from all staff.
 - SEND Students will receive guidance from the SENDCO.
 - Students will receive careers advice from school advisor.
 - Students will receive support in application process to colleges
- Transition out of these times -Parents and students will be offered time to discuss and support from within house

Engagement with Students and Families:

How does the school involve children and parents in decisions about provision and support?

On an individual level, the school values the views of both parents and children in both identifying key strengths and areas of need as well as planning and reviewing provision.

We will ensure that parents and students(as appropriate) are included in regular review meetings to discuss progress and plan provision. Where this is not possible or where more regular updates are required we will agree with you the best way to share information.

We will use one page profile and other media to ensure that the views of all students are captured so that their achievements can be celebrated and needs fully understood.

At whole school level the school are also keen to support parents with students with SEND and take their views on how we can continue to develop a positive experience for SEND students at our school.

Activities include:

- Hosting workshops and advice clinics to develop parent knowledge and skills in various areas of SEN
- Availability of SENDCO at parent consultation evenings to discuss any issues.
- Inclusion of parent representatives to update policies relating to SEND provision.



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- Annual parental and pupil surveys to take views on current SEND practice and recommendations for further development.

Arrangements for managing complaints:

What should I do if I am unhappy about the support my child is receiving?

In the first instance you should speak to your child's class teacher/form tutor. To allow time to discuss the issues you should contact the school office to make an appointment.

Depending on the nature of the concern the SENDCO and other senior leaders may attend this meeting or subsequent meeting. You can request further meetings with the Deputy Headteacher in charge of Inclusion and the Headteacher.

If you are still unhappy and feel matters are unresolved and we feel that we are fulfilling our duties in respect to your child, we will recommend you seek further advice from the local SENDIAS (SEN Information and Advice) and Mediation Services. This service is not linked to the school.

The school can also make arrangements for parents to discuss concerns with other key professionals such as the educational psychologist.

If your concerns are still unresolved we will advise you to make a formal complaint and direct you to the School Complaints Procedures on the website.

If your concern is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEN team. Parents will be contacted directly by the service to receive information about the mediation services and other action you may consider.