

Woodhouse College SEND policy

Vision

Woodhouse College is committed to giving our students a well-rounded education and we believe strongly that all students are capable of academic success. We believe that all students have the right to achieve their maximum academic and social potential, and we acknowledge that some students may require more support than others to achieve this. We aim to provide equality of access and opportunity to all areas of the curriculum. Our students are taught in an environment where they receive equal respect and in which their individuality is valued. This policy aims to ensure that we identify and assess learning difficulties and disabilities, and that we ensure that learning is supported and differentiated to ensure good progress is made by all students.

This Policy meets the statutory reporting regulations of the SEN Information Report. It complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (June 2014)
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- The Woodhouse College Safeguarding Policy
- JCQ guidance (2017/2018)
- The Teachers Standards

Aims

The aims of the SEND policy at Woodhouse College are:

- To ensure that reasonable adjustments are made for students with a disability so that they can access the curriculum and extra-curricular activities.
- To ensure that students with SEND engage in the life of Woodhouse College alongside those who do not have SEND.
- To reduce barriers to progress by embedding quality first teaching for all students, including those with SEND, and therefore close any gaps in progress and achievement between students with and without SEND.
- To develop strong partnerships with parents to support students with SEND.
- To ensure a high level of staff expertise and confidence, through high quality CPD.
- To work with health care professionals to ensure that students with medical difficulties and health issues achieve full inclusion in all College activities.

Responsibilities and Staffing

Students, including those with SEND, are expected to take responsibility for their own learning to a degree appropriate to their stage of development and specific learning needs. All teachers at Woodhouse College are responsible for the progress of the students in their class, and this includes those students with SEND. Teachers are expected to

- Plan teaching effectively, allowing for the diverse learning needs of all students, including those with SEND.
- Ensure that the information on Dashboard about a student's learning needs is used as part of the lesson planning process.
- Refer students to the Additional Learning Support Department if they have any concerns or require any support.

The Principal is responsible for setting the vision and strategy for all students, including those with SEND. The Principal is also responsible for ensuring that the governors are kept up to date regarding all SEND issues. The day to day co-ordination of provision of additional support for students with SEND at Woodhouse College is led by the Director of Student Services, and managed by the Additional Learning Support Coordinator (ALS). The development of teachers and teaching practice, including the development of teachers' ability to teach students with SEND, is led by the Director of Teaching and Learning and managed by Head of CPD, Heads of Faculty and the Heads of Department. Parents and Carers are requested to be actively involved in working with Woodhouse College to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.

Heads of Department are expected to:

- Ensure differentiated schemes of work and resources are in place.
- Monitor, evaluate and review the quality of teaching and learning across the subject area with regard to students with SEND
- Monitor the academic progress of students with SEND across the curriculum

Identifying SEND

At Woodhouse College we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Woodhouse College also recognises that other factors may influence a student's progress and attainment, but do not necessarily mean that the student has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a student to make normal progress.
- Attendance.
- Health and welfare.
- English as an additional language.
- Home background and family circumstances (e.g. being a young carer)

- Being a looked after Child or a Care Leaver.
- Being a child of Service personnel.

Early identification of SEND

We recognise the importance of early identification and aim to identify students' special needs as early as possible. Our aim is to facilitate the early identification of young people with SEND through the following systems:

- Start of the new academic year:
 - The Director of Student Services will ensure that student induction includes information about why it is important to tell staff about learning needs, and how to do so.
 - There is a literacy screening programme for every student
 - When staff complete their first reports they can tick a box to alert the ALS department to literacy problems
- Throughout the year: If staff believe that a student may have undiagnosed SEND, they should email or complete the ALS referral form on dashboard and send to the ALS Coordinator.
- Assessments following a staff referral: The ALS Coordinator will arrange a meeting with the student, in which they will assess the student using a variety of strategies. The ALS Coordinator will then ensure that the learner support pages of Dashboard are updated accordingly and arrange a programme of support.
- We advise that if parents have concerns relating to their child's learning then please initially discuss these with their child's tutor or Senior Tutor. This then may result in a referral to the ALS Coordinator. Parents may also contact the ALS Coordinator directly if they feel this is more appropriate.

SEND Support

In the classroom

Class/subject teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in Woodhouse College and to increase their access to the taught curriculum.

Students' progress and attainment is tracked every half term using the whole College tracking system, and those students failing to make expected levels of progress are identified very quickly. Intervention is then put in place by teachers and the Heads of Department.

In the Additional Learning Support Department

All students arriving with a prior SEND diagnosis will be reassessed to comply with JCO regulations by the ALS department and evidence will be collected to support special exam access arrangements. This evidence is from their previous school, Educational Psychologists, previous and current teachers and various screening tools. The ALS department collects evidence of the student's normal way of working, for example using a laptop in class if they are eligible to use a laptop in an exam, or having extra time in internal exams throughout the two years at Woodhouse.

The ALS department works with individual students with SEND, meeting with them frequently to help them overcome their barriers to learning.

In the lead up to A level exams the ALS team organises the access arrangements for students with SEND in line with JCQ guidance, for example small rooms, laptops, extra time, scribes and readers.

Monitoring the quality of SEND provision

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:

- classroom observation by the senior management team, Heads of Faculty, Heads of Department and the Head of Staff Development
- ongoing assessment of progress made by students with SEND;
- student Feedback on the quality and effectiveness of interventions provided;
- attendance and behaviour records.
- All students have a minimum expected grade - an individual target for each course they are enrolled on, set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Who can parents contact for further information or if they have any concerns?

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding Woodhouse College's response to meeting these needs they are encouraged to contact the following:

- The student's tutor/subject teacher
- The student's Senior Tutor
- The student's Head of Department
- The ALS Coordinator
- The Director of Student Services

Transition to the next Stage, preparation for adulthood and independent living

Woodhouse College has a careers adviser who offers specialist support to all students. The adviser offers information, advice, and guidance on apprenticeships, employment, and progression to higher education. The adviser is available Monday – Friday for careers interviews, and takes regular student referrals from members of staff.

Students with medical needs

The Designated Safeguarding Lead meets with all students with significant medical needs at the beginning of the academic year. The College also has a team of trained first aiders. If they will be required to administer and/or supervise medications, they will complete any additional formal training necessary.

Complaints

For complaints, please contact the ALS Coordinator in the first instance. They will deal with the matter or refer it to the appropriate person. Should you not be happy with the outcome of the complaint, the complaint should be put in writing and addressed to the Principal. Please also have reference to our College complaints policy.

Created: December 2017

Due for review: December 2019

Reference documents

- SEND Code of Practice, 0-25 Years, January 2015

www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

- Children & Families Act 2014

www.legislation.gov.uk/ukpga/2014/6/contents

- Special Education & Disability Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/1530/part/4/made>

Students requiring further provision