

Woodside Group
SEN Policy

Owner:	Executive HT		
Last reviewed on:	29.10.26	**By :**	Julie Rawle
Next review due by:	29.10 27		

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2015) and has been written with reference to the following guidance and documents:

● Equality Act 2010: advice for schools DFE (2014)
● SEND Code of Practice 0 – 25 (2015)

Related policies:

Student Behaviour Policy
Safeguarding and Child Protection Policy
Medical Conditions Policy
Administering Medication Policy
Compliments & Complaints Policy
Accessibility Policy

Objectives of the provision

This policy provides a framework for the identification of and provision for children with Special Educational Needs detailing how the needs of the most complex and challenging students within our school population will be met in order for them to make as much progress in the curriculum as possible. Although all of the students at Woodside Group Schools will have additional and special educational needs, there will be a proportion who, for the following reasons, find it extremely difficult to make the progress they are capable of. The reasons include:

- A significantly lower starting point
- Significant difficulty in meeting the behavioural expectations of the school
- Significant difficulty in progressing in one or more curriculum area, or one or more aspect of the curriculum e.g. literacy, application of numeracy or communication
- Exceptional barriers to social development which limits the benefit the pupil can gain from community based activities or enrichment activities.

This policy is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every student is valued and respected. Woodside Group Schools are a group of Independent Special Schools for children with autism; we therefore welcome pupils with a primary diagnosis of autism and special educational needs ensuring that all pupils have an equal opportunity to engage in the curriculum. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We recognise that we will need to consider the individual needs of learners when planning our curriculum. We will provide a curriculum which is accessible to the individual needs of our pupils and maximises the opportunity to integrate pupils into group learning where possible. All pupils attending Woodside Group Schools will have an Education, Health & Care Plan (EHCP). In

particular, pupils will have a diagnosis of autism and therefore will experience difficulties with language, communication and interaction. Learners may have other needs such as behavioural and/or medical needs.

As an independent special school every aspect of our provision is designed to meet the Special Educational Needs of our learners. Our aims and purposes summarise the principles underpinning everything that we do.

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

• Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
• The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Mission and Aims

Our mission is to enable young people with an ASC to independently contribute to society, embrace life-long learning and achieve without a ceiling. We aim to achieve this by:

• Having consistently high expectations and achievements for every individual.

• Offering high quality, inspirational and individualised teaching and learning

• Providing a safe, secure, caring and enjoyable environment where children and young people can thrive, work and learn, and grow towards independence.

- Providing inspirational and accountable leadership at all levels.
- Providing a personalised curriculum which is based on the National Curriculum, functional life and independent skills.
- Working in partnership with parents, providing support, training and information.
- Providing an ambitious and comprehensive staff training and development programme, and aiming to become the leading specialist provider of autism education.

We are committed to self-evaluation and professional growth and are striving to be a learning organisation changing how we do things and continually looking to improve, where feedback or evaluation indicates that this will lead to improvement. We believe in cooperation and partnership with families, as well as with others in the local community and further afield, who share our commitment to improving the lives of children and young people with autism.

Person(s) responsible for the coordination of SEN (SENCO)

The Headteachers (all schools) and Heads of Base (where role is applicable), are responsible for the coordination of SEN within the school bases. They are supported by externally sourced Speech and Language/Occupational Therapists, in addition to other professionals such as Educational Psychologists.

The Headteachers/Heads of Base (all schools) can be contacted via:

The Woodside Group
30 Loughborough Road
Mountsorrel
Leicestershire
LE12 7AT

Email: woodsidemail@woodsidelodgeolc.co.uk

The Heads of Base/Headteacher are recognised as SENCO for their individual school base, and are the leads who oversee the implementation and day to day operation of the School's SEN Policy having responsibility for monitoring the progress of all pupils with learning difficulties and emotional/behavioural needs. In particular, the SENCO's responsibilities include:

• Coordinating the provision for SEN, assisting with the identification and assessment of learners with additional SEN;
• Advising and supporting class teachers;
• Working with Parents; including termly communication about goals and targets
• Ensuring that suitable resources are provided;
• Ensuring that EHCP dissections and grabsheets are created for each learner and the monitoring of their quality and impact;
• Assisting with the implementation of the EHCP dissections/grabs sheets and their reviews;
• Ensuring that the records of SEN pupils are updated and reviewed.
• Contributing to in-service training.
• Undertaking quality assurance of all aspects of SEN provision

The Special Educational Needs for Which Provision is Made

The Woodside Group Schools specialise in the education of children and young people with an Autistic Spectrum Condition (ASC). We recognise that the pupil's needs are best met by spending all or most of the school day in a setting which takes account of the impact of autism on the individual and has the specialist skills to provide an adapted curriculum, communicative approach and learning environment. All pupils will have a formal diagnosis and an EHC Plan for Autism Spectrum Condition (ASC) with associated language, communication and interaction difficulties.

Roles and Responsibilities

The Proprietor, CCO and Executive Headteachers of Woodside Group ensure that the necessary provision is made for pupils with SEN and task the Headteachers (all schools) Heads of Base (where role appropriate) with ensuring that teachers in the school are aware of the importance of identifying and providing for those learners. Woodside Group establishes the appropriate staffing and funding for all learners with special needs.

The Role of the Heads of Base/Headteachers (all schools)

The Heads of Base/Head Teachers have responsibility for the day to day management of all aspects of the school's work including provision for children with SEN. They share responsibility with the COO/Executive Headteachers for developing and implementing the policy for SEN. They work closely with the Executive Headteacher, Head of Education, Family Link Worker, DSL, Speech and Occupational Therapists and other professionals.

In particular, the Heads of Base/Headteachers will report on the proportion of our learner group for whom making good progress in their learning is made more challenging by:

• An exceptionally low starting point
• Exceptional difficulty in meeting the behavioural expectations of the school
• Exceptional difficulty in progressing in one or more curriculum area or one or more aspect of the curriculum e.g. communication
• Exceptional barriers to social development which limits the benefit the pupil can gain from community based activities and/or enrichment activities.

Facilities/Modifications

Children who attend a Woodside Group school will be offered a range of specialist facilities/modifications including:

- small classes with high adult/pupil ratio where possible
- staff team with specialist additional qualifications
- a team of skilled and committed support staff, who have undertaken specialist training
- school organisation and approaches to teaching and learning designed to take account of the particular characteristics of pupils with autism and associated language, communication and interaction difficulties, reflecting a range of evidence based approaches
- access to a curriculum appropriate to their ages, needs and abilities, including for some pupils a modified National Curriculum and a particular emphasis on social interaction and communication skills
- a physically secure and therapeutic environment with good curriculum related facilities and other specialist facilities, such as specialist equine and animal-related provision
- appropriate community based and extended education opportunities that are specifically designed to meet the needs of pupils with autism and associated language, communication and interaction difficulties
- excellent multi-agency links and close partnership working with associated professionals

All our basic teaching, social and administration areas will be fully accessible and compatible with all relevant equalities legislation.

We aim to create a calm, low stimulus, structured environment. We will make every effort to meet the medical needs of learners, for example through implementing a clear and practical policy on the Administration of Medication.

Information on Assessment and Provision

Allocation of Resources

We are committed to the recruitment and professional development of staff in appropriate numbers to meet the needs of all learners in the light of our stated objectives. We also aim to provide high levels of materials and equipment to support effective teaching and learning, and to develop the school's premises and facilities to provide a high quality environment.

Decisions about the allocation of resources to learners will be guided by the provision specified for individual needs in their EHC Plans. Where new challenges arise that impact on the learners ability to make good progress in their learning, an emergency meeting will be held to determine a clear pathway for success. Input from the learner's Parents, Persons responsible for SEN, Base Team, relevant specialists and the Local Authority will be required to ensure that the right resources are made available. Action to meet learners' SEN, which aims to promote independent learning, falls within 4 broad strands:

• Assess, plan, do and review;
• Grouping for teaching purposes;
• Additional human resources;
• Curriculum and teaching methods.

The school allocates appropriate resources to all bases and departments as required based on urgency of need, school development plan priorities, and availability of funds.

Ongoing review of the deployment of staff and the use of the building is essential in order to ensure that we utilise resources effectively to meet learner needs. We are keen to secure best value for all expenditure and we carefully monitor and evaluate the impact of all our work.

Identification and Review of Pupil Needs

The individual special educational needs of pupils are outlined in their EHC Plans and these include clear educational objectives. The school will use these objectives in order to plan appropriate educational provision for each pupil. All EHC Plans are reviewed annually at the Annual Review Meeting and we are committed to providing sufficient time for each meeting so that parents, staff and others involved in the pupil's education and care can discuss progress and plan carefully for the future. The Head of Base, and the Family Link Worker(Leicestershire/Warwickshire), are present at each review meeting. We also encourage the involvement of pupils in their own reviews, be that in person, or having captured their voice in some other way.

The calendar for the annual review of pupils' EHC Plans is drawn up at the start of each

academic year by the Family Link Worker (Leicestershire/Warwickshire) or Headteacher (all schools). The calendar is circulated to all of the relevant agencies so that they can make plans for their involvement wherever appropriate.

As part of the review process the educational objectives listed on the EHC Plan are considered and it may be recommended that they are amended, removed or added to. Key short to medium term targets relating to these longer term objectives form the basis of an EHCP grab sheet for each learner which is shared with all saff.. Progress towards targets is reviewed regularly and they are amended, as appropriate, through the school year.

It is important to note that the grab sheet represents a significant part of the planning undertaken for each learner; there is also careful consideration of individual needs and more detailed definition of intended learning outcomes in all areas of the curriculum.

The development of assessment procedures is on-going and under regular review so that we can adapt our curriculum and use our resources efficiently to take account of group and individual needs. As part of this process we use a range of assessment including:

● Access to a '9-Strand Curriculum'
● An individual curriculum which is relevant to each child's development and learning needs.
● The curriculum is planned and differentiated to meet the range of individual needs of all students.
● The curriculum is further modified on a short term planning basis to meet specific individual's SEN including a clear pathway that illustrates and demonstrates the steps a pupil takes to overcome their exceptional challenges.

Evaluation of Provision

We are committed to effective school self-evaluation as a basis for raising standards. Our provision is evaluated in several ways:

• External evaluation e.g. by OFSTED
• Monitoring of individual progress across all areas of development and learning through our internal QA process
• External accreditation results
• Attendance and exclusions
• Progress in terms of long term planning (LTP)
• Progress against success criteria, with a particular role for the Heads of Base
• Regular review and evaluation of the whole school using scrutiny of work and monitoring of planning and visits by the Executive Headteacher, Head of Inclusion and Head of Education through the QA process
• Review of the work of individual staff members through performance management and professional review (this includes regular lesson observations and quality assurance of learning documentation such as long term planning, session contracts and evidence and records of progress)
• Evaluation of other coordinated approaches to school self-evaluation, for example

surveys of parents, listening carefully to learners, which together with the information detailed above, will contribute to the production of a well-founded evaluation of our strengths and areas for improvement.

Staffing Policies

In-Service Training on SEN

We are committed to supporting the continued professional development of all staff through appropriate in-service training.

Training is provided for individual members of staff to enable them to fulfil their role. This includes specialist training related to autism and associated language, communication and interaction difficulties. Training is provided for needs identified through monitoring of teaching and through Performance Management. The School is supportive of all staff who want to advance their general educational and related qualifications, through a range of CPD opportunities. New members of staff or those changing their role will be supported by an established induction programme.

Whole school training, where appropriate, will be provided to increase the knowledge and understanding of staff and to develop effective practice across the school, aligned to our school priorities and values.

The Use of External Support Services and Agencies

Although Woodside Group has a range of its own specialist staff, the schools will also access other services through key relationships with local authorities. We will cooperate closely with Social Care colleagues who support families, arrange respite care and also help in the transition from school. We will also work with Local Clinical Commissioning Groups in Health where appropriate and other community agencies who offer support and expertise to enrich our provision for pupils. High quality family support and training will be available.

The Role of Parents

First and foremost, parents play an integral part to ensure that each pupil makes progress in their learning, has aspirational goals and is able to overcome additional challenges as they arise. We believe in consulting and cooperating with parents in order to help all pupils to make optimum progress in all areas of their development. We follow an ‘open door’ policy which means that parents can approach the school whenever they have a concern and time will be made for them. Opportunities will be provided for parents/carers to come and observe their child in the school and social opportunities such as Christmas fetes and special support groups will be organised. Where parents have difficulties in attending school meetings about their children we will make every effort to make alternative arrangements.

There are formal opportunities for parents to meet with staff through the annual review processes and through parent open afternoons/evenings. We also keep in touch via ICT, for example sharing resources, pictures and information by email/text, through maintaining an up to date website, and distributing newsletters electronically. The school also makes use of social media to keep parents informed of matters of interest.

We will ensure that parents are aware of other services that they can access locally that support and provide information and advice either formally as part of the SEN Code of Practice and the local offer or informally from local groups. We will ensure that all information is provided to parents in a format that they can access and understand.

Links With Other Schools, and Arrangements for Managing the Transition of Pupils Between Schools or Between the School and the Next Stage of Life or Education

We recognise that transition is likely to be particularly challenging for our pupils with autism and are committed to facilitating a smooth transition for all pupils joining or leaving the school. As necessary, detailed transition planning for pupils will take place which, as a minimum, is compliant with the requirements of the SEN Code of Practice. We recognise that planning for transition needs to start early and consideration will be given to that from the moment the pupil is on roll. Learning will be planned to support transition, which will be overseen by the Headteacher.

During the time the learners are with us, we look for relevant opportunities to provide experiences in the community and, where appropriate, a college environment, through a range of inclusion arrangements. These links not only strengthen our capacity to deliver a personalised curriculum, they will also lead to improved outcomes for our pupils transferring at post-19. We will offer work experience placements and volunteering opportunities. We see this as an important link which provides valuable experience for both the volunteer and for our pupils.

Links with Child Health Services, Social Services and Educational Welfare Services and Any Voluntary Organisations

In order to coordinate provision for a child with SEN, the school has links with a variety of outside agencies, such as: speech and language services, occupational therapy, social services, CAMHS and educational psychologists. We aim to develop the school as a base for interaction between agencies concerned with autism and also language and communication.

The Voice of the learner

We will encourage pupils to participate in their learning by:

- CEIAG
- Annual review / EHCP contributions
- Student Council
- Where appropriate, sharing awards and personal experiences/learning
- Weekly reviews
- Routine self-assessments
- Choice of individual enrichment activities

Handling Complaints and Concerns

We welcome feedback and will handle all complaints in line with our Compliments & Complaints Policy.