



# Special Educational Needs & Disabilities Policy

<b>Approved By:</b>	Nicola Berkeley
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**Woods Bank**  
Academy

*A Place to Belong, Learn and Grow*

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**Principal**  
Miss N Berkeley

**Executive Principal**  
Mr P Edgerton

[www.woodsbank.org](http://www.woodsbank.org)



## Our Values

### **BELONG**

Our school is a happy, safe and welcoming place, where children, teachers, parents and the whole community work together.

### **LEARN**

Our school is an inspiring, creative and ambitious place, where we work hard, have high expectations of ourselves and always do our best.

### **GROW**

Our school is a kind, nurturing and respectful place, where children flourish as individuals and grow in confidence, independence, resilience and trust.

# Aims



Our Special Educational Needs & Disabilities (SEND) policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs.
- Explain the roles and responsibilities of everyone involved in providing for pupils with special educational needs.

We want all pupils at Woods Bank Academy to feel they ‘Belong’ to a happy, safe, welcoming and inclusive place where children, teachers, parents and our wider community work together to achieve the best for our pupils irrespective of background, ability, gender, religion, disability or ethnicity.

We believe that all pupils are able to ‘Learn’. We aim for our school to be an inspiring, creative and ambitious place where we all work hard, have high ambitions for everyone and always do our best irrespective of educational need.

We hope that all pupils ‘Grow’ during their time with us here, in a school that is a kind, nurturing and respectful place where they flourish as individuals and grow in confidence, independence, resilience and trust.

All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the curriculum. Children who are highlighted with a need for specialist support will start the graduated Early Response tracker to identify the specific need. Parents will be involved throughout the process. Children identified with special educational needs are monitored using a Pupil Education Plan (PEP) to track progress and attainment. Parents are regularly informed of their child’s progress via the reporting system and parent evenings. Action relating to SEN support will follow the assess, plan, do and review model.

## Legislation and guidance

This policy 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 special educational needs and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care plans (EHCPs), SEND Co-ordinators (SENDCOs) and the Special Educational Needs & Disabilities information report.

This policy also complies with our funding agreement and articles of association.

## Definitions

A pupil has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.



They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Roles and responsibilities

### The Special Educational Needs & Disabilities Co-ordinator (SENDCO)

Our SENDCOs are Mrs Andrea Robinson & Mrs Emma Haldron and they can be contacted via the school office or by emailing [sendco@woodsbank.org](mailto:sendco@woodsbank.org)

They will:

- Work with the principal to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual pupils with special educational needs, including those who have education, health & care plans (EHCP).
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with special educational needs receive appropriate support and high quality teaching
- Advise on the graduated approach to providing special educational needs support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned



- Work with the Principal and Trust to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with special educational needs up to date and in line with GDPR requirements.

### **The Elliot Foundation Academies Trust (the Trust)**

The Trust will

- Support to raise awareness of special educational needs issues at both a national and local level
- Ensure that monitoring of the quality and effectiveness of special educational needs and disability provision within the school is effective and informs next steps

### **The Principal**

The principal will:

- Work with the SENDCO to determine the strategic development of the special educational needs and disabilities policy and provision in the school
- Have overall responsibility for the provision and progress of learners with special educational needs and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this policy

## **Monitoring arrangements**

This policy and the information report will be reviewed by Principal and SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

## Links with other policies and documents

This policy links to our policies on:

Special Educational Needs and Disabilities (Trust policy available on the Trust website)

Accessibility plan

Behaviour

Equality information and objectives

Special Educational Needs & Disabilities Information Report

Supporting pupils with medical conditions

