



Policy Title: SEND Policy	Reviewed: October 2022
School Section: Whole School	Reviewer: BKM
Audience: Whole School	Revision: 1.5

WOODHOUSE GROVE SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND)

POLICY

This policy is the school's response to the Children and Families Bill (2014), the Equality Act (2010), the guidelines from the Department for Education's SEND Code of Practice and the Keeping Children Safe in Education document (2022).

It should be read with reference to the **School Accessibility Plan** and the **Learning Support Statement of Provision**.

Both are available on the Policies section of the school website.

At Woodhouse Grove we support and value the abilities of all our pupils.

We are committed to providing a balanced education for everyone.

All pupils will have, as far as possible, full access to the curriculum.

We have a 'whole school' approach to pupils with special educational needs and / or disabilities (SEND). Every teacher has an important part to play. We encourage all our SEND pupils to take full advantage of our extra – curricular provision.

In close consultation with pupils, parents and outside agencies, we endeavour to remove barriers to learning. In this way we optimise educational outcomes and therefore fulfil pupil potential.

National background (with key terms underlined)

CHILDREN and FAMILIES BILL (CFB) 2014

This represents a big national change. It places the child (and their family) at the centre of a process which identifies and supports Special Needs from 0 to 25; previously the upper age limit for support was 18 years. It draws in education, health and social services providers to work closely together for the benefit of pupils. Where pupils with complex needs previously had a Statement this will be replaced with an Education Health and Care (EHC) plan. This is a multi-agency document indicating pupil needs and suitable provision.

Schools should use their best endeavours to meet needs within the resources available to them (from the existing school budget or with additional funding from the EHC plan).



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DEFINITION of DISABILITY (Equality Act 2010)

“A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities”

PHYSICAL...includes sight and hearing.

MENTAL...includes learning difficulties such as dyslexia.

SUBSTANTIAL...a limitation that goes beyond normal differences between people ie. is more than minor or trivial.

LONG TERM...lasting at least twelve months.

NORMAL day to day ACTIVITIES...broad categories are mobility, physical coordination, speech /hearing /sight, learning and understanding.

Many disabled pupils also have a special educational need. A key legal term is that schools should make ‘reasonable adjustments’ to ensure nobody is discriminated against with regard to accessing the school site and the curriculum. See the school Accessibility Plan.

DEFINITION of SPECIAL NEEDS (CFB)

A child / young person has Special Needs if they have significantly greater difficulty than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities generally provided for others in mainstream schools.”

DEFINITION of SPECIAL NEEDS PROVISION (CFB)

“provision that is additional to or different from that made generally for others the same age.”

SPECIAL EDUCATIONAL NEEDS CODE of PRACTICE (2014)

This is national statutory guidance (not law) indicating best practice. It identifies four main areas of Special Need that help schools plan provision and focus on quality interventions:

- (1) Communication and interaction.
This includes Speech and Language difficulties as under the guidance of Speech therapists. Pupils on the Autistic Spectrum, including those with Aspergers Syndrome, typically have great difficulties with social interaction.
- (2) Cognition and learning



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This includes Specific Learning Difficulties such as dyslexia.

- (3) Emotional, social and behavioural development.
School pastoral / medical staff are supported by CAMHS (Child and Adolescent Mental Health Service)
- (4) Sensory and/or physical factors
We are currently supported by the Hearing and Visually Impaired service of Education Bradford.

SEND pupils (as defined above) will normally have a Statement, or more recently, an Education, Health and Care (EHC) Plan. This reflects the severity of their need and the extensive involvement of outside agencies. These may involve medical diagnoses and / or Social Services. As a school, we will be informed and guided by such specialists. It is normal practice to have an annual multi-agency review to monitor progress on any individual targets. This is in addition to the usual school reporting system.

KEEPING CHILDREN SAFE IN EDUCATION (2022)

Children with special educational needs and disabilities can face additional safeguarding challenges. The child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

This includes:

- not making assumptions that indicators of possible abuse such as behaviour, mood and injury just relate to the child's disability without further exploration;
- being aware that SEND children may be more prone to peer group isolation than other children;
- recognising the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- identifying communication barriers and the difficulties in overcoming these barriers.

Our Safeguarding & Child Protection Policy clearly address the issues listed above and all our staff are trained and aware of the challenges faced by SEND children should a safeguarding issue arise.

Extra pastoral support is widely available for SEND pupils in the form of the learning support team as well as having access to whole school pastoral support.

ADDRESSING MENTAL HEALTH NEEDS



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All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody.

The SEND Code of Practice (2014) altered the previously published Special Educational Need (SEN) categories to incorporate mental health, thus highlighting its significance as a barrier to educational progress.

Mental health can affect any pupil directly or indirectly and the effects can be long or short term. Our Mental Health policy recognises and illustrates how these needs are supported at Woodhouse Grove School.

There is a strong association between poor Mental Health and SEND. Children with diagnosable mental health disorders are between 2 and 4 times as likely to be identified as having SEND as children with no mental health disorder.

Pupils with SEND may need counselling approaches to be adapted to be appropriate for them. The way they communicate about anxieties, worries and distress can be different and therefore requires different approaches in order to understand and report to.

The issues children with SEND may need support with may arise as a direct consequence of their learning difficulty or disability. Recommended counsellors by the school need to be confident at dealing with the wide range of challenges young people face because of their specific need.

Please read the Learning Support Statement of Provision for further details of (1) admission (2) identification and assessment of pupil needs and (3) pupil provision throughout the school.

STAFF RESPONSIBILITIES:

Governors: (Accessibility Plan)

Deputy Headmaster (Academic): Mr Wright

Head of Learning Support: Miss Monk

Designated Safeguarding Lead: Mr Cadman

Head of Wellbeing: Mrs Vernon