

Academy Policy

SEND Policy & Information Report

CEO approval:	Sean Kelly	Date: Spring 2022
LGB Cluster ratification		Date: Spring 2022
Last reviewed on:	Spring 2022	
Next review due by:	Spring 2023	

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1. Introduction

- 1.1. Woodlands Academy is committed to providing full and appropriate support to pupils with Special Education Needs and Disabilities (SEND). We operate a 'whole pupil; whole school' approach for our pupils and adopt inclusive practices with a focus on raising aspirations and improving pupils' outcomes, regardless of barriers and challenges they may face.
- 1.2. We work closely with pupils, their families and other support services to provide the best possible learning experience for all our pupils.

2. Legislation and guidance

- 2.1. This policy and information report are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
 - a) [Part 3 of the Children and Families Act 2014](#), sets out schools' responsibilities for pupils with SEN and disabilities.
 - b) [The Special Educational Needs and Disability Regulations 2014](#), set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
 - c) This policy also complies with our funding agreement and articles of association.

3. Definition of SEND

- 1.1. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 1.2. They have a learning difficulty or disability if they have:
 - a) A significantly greater difficulty in learning than the majority of the others of the same age, or
 - b) A disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
 - c) Special educational provision is an 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.

4. Roles & responsibilities

4.1. The SENDCO

4.2. The SENDCO is Mr A While and Mr A Rea

4.3. They will:

- a) Work with the principal and SEND governor/trustee to determine the strategic development of the SEN policy and provision in the school.
- b) Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- c) Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- d) Advise on the graduated approach to providing SEND support.
- e) Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- f) Be the point of contact for external agencies, especially the local authority and its support services.
- g) Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- h) Ensure the Academy keeps the records of all pupils with SEND up to date.

4.4. The SEND governor/trustee

4.5. The SEND governor/trustee will:

- a) Help to raise awareness of SEND issues at governing board/trustee meetings.
- b) Monitor the quality and effectiveness of SEND and disability provision within the academy and update the relevant board.
- c) Work with the principal and SENDCO to determine the strategic development of the SEND policy and provision in the academy.

4.5. The principal

4.6. The principal will:

- a) Work with the SENDCO and SEND governor/trustee to determine the strategic development of the SEND policy and provision within the academy.

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- b) Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- 4.7. All staff
- 4.8. Staff are responsible for:
- a) The progress and development of every pupil in their class.
 - b) Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching and learning.
 - c) Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision and support.
 - d) Ensuring they follow this SEND policy.

5. SEND Information Report

- 5.1. Please see appendix 1.

6. Complaints

- 6.1. All complaints that the academy receives will be taken seriously. All matters will be dealt with in line with the Trust Complaints Policy and/or Whistleblowing Policy. A copy of which is available on request.

7. Contact details of support services for parents of pupils with SEND

- 7.1. Please click [here](#) for information about Nottingham City's local offer.

8. Monitoring arrangements

- 8.1. This policy will be monitored and reviewed on annual basis, or in the event of national and local developments.

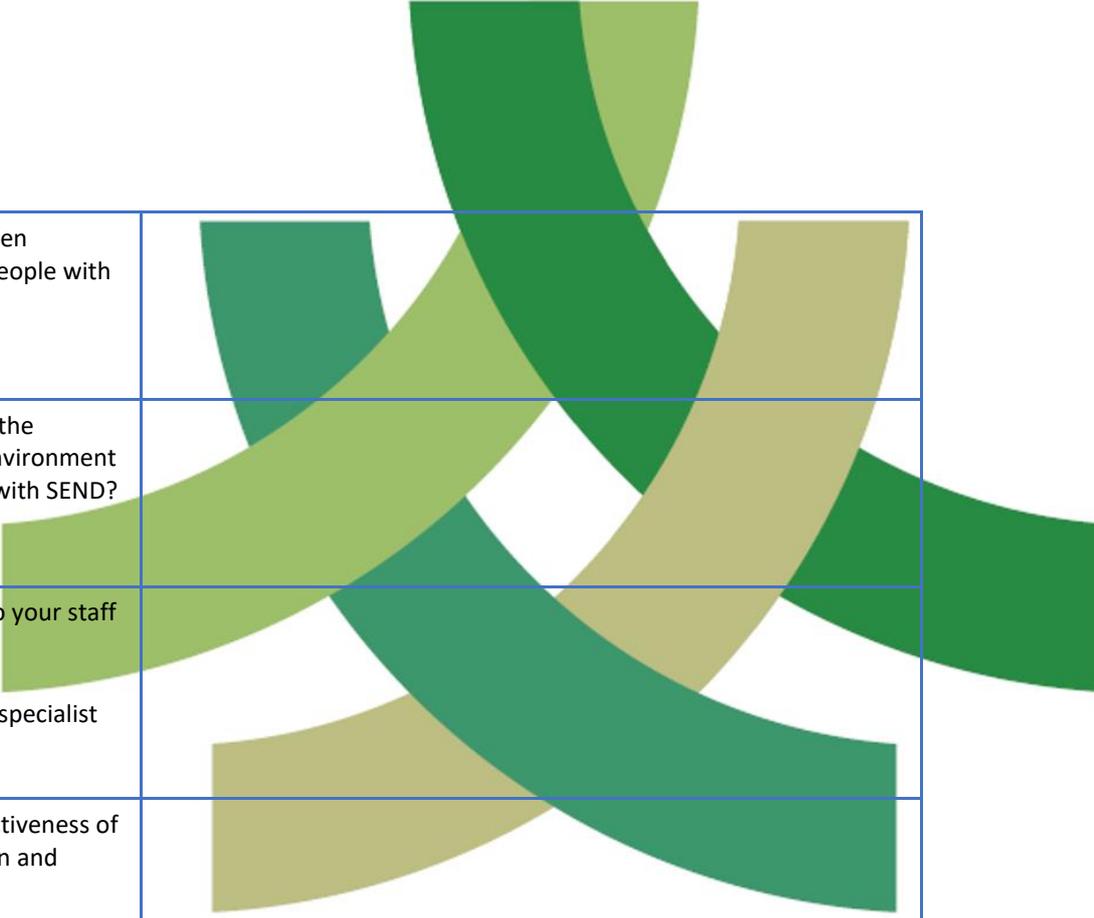
9. Linked policies

- 1.1. Safeguarding & Child Protection Policy
- 1.2. Relationships & Positive Behaviour Policy
- 1.3. Concerns & Complaints Policy
- 1.4. Disciplinary Procedure Policy
- 1.5. Whistleblowing Policy

10. Appendices

10.1. Appendix 1: SEND Information Report

What kind of special educational needs are catered for in your academy?	
Which policies identify children and young people with SEND?	
How are their needs assessed?	
Who is the school SENDCO?	
How do you consult with parents of children with SEND and involve them in their child's education?	
How do you consult with children and young people and ensure they are actively involved in their education?	
How do you assess and review children and young people's progress towards outcomes? What opportunities are there to work with parents and pupils as part of this assessment and review?	
How do you support children and young people who move between phases of education?	
How do you help children and young people prepare for adulthood?	



<p>What approach do you use when teaching children and young people with SEND?</p>	
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	
<p>What expertise and training do your staff have?</p> <p>How do you secure additional specialist expertise?</p>	
<p>How do you evaluate the effectiveness of the provision made for children and young people with SEND?</p>	
<p>How are children and young people with SEND enabled to engage in wider curriculum and extra-curricular activities?</p>	
<p>How do you support the well-being of children and young people?</p>	
<p>How does the academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?</p>	

10.2 Appendix 2: Graduated Approach

