

Woodchurch High School

A Church of England Academy



SEND Policy (Special Educational Needs and Disability)

Approved by the Full Governing Body: Spring 2024

"Let our people devote themselves to good works, so as to help people with need"

Titus 3:14

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Names and titles of key staff with responsibility for SEND

Mr M Canham – Headteacher

Mr T Smith – Link Governor for SEND

In partnership with:

Miss F Tynan - SENDCo

Mrs C Gilroy – Higher Level Teaching Assistant

Mrs S Goddard – Additional Needs Parent/Carer Liaison Leader

Mr A Smith –Assistant Headteacher – Lead Professional for Pastoral

Mr P Joplin – Designated Teacher CLA/DSL

Mr G Simpson – Social Inclusion Officer

Mrs D Stewart – Additional Needs Support Officer

Ms C Goaten - SEND Teaching & Literacy Lead

Rationale

This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 which came into effect in September 2014 and has been written by the Teaching and Learning Leader for SEND, the Assistant Headteacher with responsibility for Pastoral Welfare and Pupil Progress and the SEN Governor. In liaison with the Senior Leadership Team, staff, parents and pupils with SEND to reflect the spirit of current reform. Reference has also been made to the following guidance and documentation:

- Equality Act 2010: Advice for schools, DFE Feb 2013
- SEND code of practice 0-25 (April 2022)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Policy
- Teachers' Standards (2011, updated June 2013)
- OFSTED guidelines
- Fruit of the Spirit - A Church of England discussion paper
- Church of England - vision for education
- Valuing all God's Children - Church of England
- Behaviour In Schools - advice for Head teachers and school staff (July 2022)
- Children and Families Act 2014

Woodchurch High School is a large highly successful 11-16 school. Currently there are 1422 pupils on roll of which 30% have been identified as having SEND and 45% are eligible for support via Pupil Premium funding

Woodchurch High School is committed to working with parents, agencies and the Local Authority to ensure appropriate support and provision is put into place in order for pupils to achieve and progress.

It is recognised that the degree of SEND that might be found in a typical class can be considerable and we recognise this also exists in our school.

The policy therefore accepts the definition of SEND as set out in the SEND Code of Practice.

“A pupil has SEND when this Learning Difficulty or Disability calls for Special Educational Provision, namely provision which is different from or additional to that normally available to pupils of the same age.” (Code of Practice 2014)

Aims

The Long Term View

Our aim for pupils with SEND is the same as those for all pupils which is they should receive a broad, balanced and relevant curriculum which prepares them for all aspects of adulthood. They should be supported to access opportunities to achieve these aims, to associate with their contemporaries and have access to the whole range of opportunities in education, training, leisure and community activities.

Our Christian Values, Successful Learning criteria and Code of Conduct provide a language and a framework to support the promotion and sustaining of a supportive, caring community in which pupils can learn and thrive.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community. We are continually working to maintain high standards of behaviour as we promote and embed our ethos and values.

If our school is well-managed, all members of the community can flourish in safety and dignity.

We strive to ensure that all aspects of our ethos and culture permeate through every aspect of school life.

We train staff and pupils are trained to embody our culture and values and it is clear which behaviours are acceptable and which are not

We try to foster confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, know-how and the skills needed to shape a young person's life well. We endeavour to nurture academic habits and skills, develop emotional intelligence and creativity in all aspects of the school.

With the challenges that the modern world poses to adults and young people, how we approach and support our young people is crucial. We attempt to open up horizons of hope and aspiration, guiding pupils into ways of fulfilling them. Negative experiences and behaviour, wrongdoing and evil do not succeed in our school.

We strive to heal, repair and renew, repent, forgive and reconcile as much as we can, modelling trust, generosity, compassion and hope. It is these values that are more fundamental than meaningless suspicion, selfishness, hardheartedness and despair.

Human dignity is central to a good education. The basic principle of respect for the value of each person involves discernment, deliberation and action. We are vigilant in all aspects of safeguarding.

We recognise that all pupils are of equal worth regardless of their background, ability or additionality.

There are no problems here, there are simply people. People are made in the image of God. All of us, without exception, are loved and called in Christ. The way forward needs to be about love, joy and celebration of our humanity; of our creation in the image of God, of our belonging to Christ – all of us, without exception, without exclusion.

Archbishop of Canterbury February 2017

We have in our heart a belief that all children are loved by God, are individually unique and that we have a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. We have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

We strive to ensure that our Christian ethos statement offers an inclusive vision for education. This includes affording pupils a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality are vital in our community: every child should be revered and respected as a member of a community where all are known and loved by God.

We consistently fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the relevant staff based on the facts of a situation.

We will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, the school may choose to refer to the Equality Act 2010 and schools guidance.

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Objectives

- To identify and provide for pupils who have SEND.
- To work within the guidance provided within the SEND Code of Practice 2014.
- To ensure that all pupils with SEND have access to a broad, balanced and relevant curriculum.
- To provide a SENCO who will work with the SEND policy and ensure quality first teaching and provide support and advice for all staff working with SEND pupils.
- To ensure that all teachers and departments accept responsibility for provision of suitable support for pupils with SEND to enable them to make aspirational progress, providing Quality First Teaching for all pupils.
- To ensure that parents and pupils are actively involved at all stages.
- To foster a trusting, compassionate ethos where staff, parents and carers, pupils, governors and outside agencies work together to meet individual needs.
- The SEND team to report to governors termly on the progress and achievements of the SEND cohort in school.

We seek to create a caring, learning environment by:

- Adults and pupils acting with integrity, showing respect for each other demonstrating a knowledge and understanding of our ethos and values. It is the responsibility of all staff to support the development of a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour.
- Promoting good behaviour. The school will not allow pupils to prevent effective teaching and learning to take place. Good behaviour and service should be rewarded and sanctions applied consistently for inappropriate behaviour.
- Continually working to maintain high standards of behaviour
- Ensuring fairness of treatment for all. All members of the school community will be listened to, responded to and trusted until that trust is broken.
- Ensuring that all members of the school community can work in a safe and secure environment free from disruption, bullying or any forms of harassment.
- Ensuring pupils whose behaviour and attendance may deteriorate through genuinely difficult circumstances or for genuine reasons are identified, supported and treated compassionately.
- Encouraging a positive, trusting relationship with parents/carers to ensure a shared approach, working in partnership together with the Woodchurch Agreement as a framework for pupil progress.
- Expecting adults and pupils to act with integrity and as appropriate ambassadors for the school at all times, inside and outside of school.
- Encouraging all school adults to model positive behaviour and to promote it through development of pupils' knowledge and understanding of Christian Values.

With these in mind the Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with SEND.

Adjustments are to be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

These adjustments may be temporary. Adjustments are made proactively and by design where possible.

For example, a pupil who has recently experienced a bereavement may need to be preemptively excused from a routine to give them time and space away from their peers.

The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)' (paragraphs 34-38). We should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Our school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

We consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

We strive to create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, a graduated approach is used to assess, plan, deliver and then review the impact of the support being provided

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

We have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;

In response to the Children and Families Act 2014, we have a duty to use their 'best endeavours' to meet the needs of those with SEND;

For pupils with an Education, Health and Care plan, the provisions set out in that plan must be secured and the school cooperates with the local authority and other bodies

As part of meeting any of these duties, we, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

Illustrative examples of preventative measures include (but are not limited to): • short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long; adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher; adjusting uniform requirements for a pupil with sensory issues or who has severe eczema; training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Roles and Responsibilities

The responsible person for SEND in our school are the Headteacher, Ms R Phillips and the Link Governor, Mr T Smith.

The persons responsible for co-ordinating the day to day provision of education for pupils with SEND are the SEND Team,

Miss F Tynan - SENDCo

Mrs C Gilroy – Higher Level Teaching Assistant

Mrs S Goddard – Additional Needs Parent/Carer Liaison Leader

Mr G Simpson – Social Inclusion Officer

Mrs D Stewart – Additional Needs Support Officer

The Headteacher has overall responsibility for SEND and Social Inclusion and is supported and represented by Mr A Smith, Assistant Headteacher, who through chairing of weekly meetings (Gateway) ensures there is effective communication and consistency between the work of the pastoral and SEND teams within the school.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school, including provision for pupils with social inclusion and additional needs. These responsibilities are met within the close collaboration of the Headteacher, the Senior Leadership Team, SENDCo, the Social Inclusion Officer and the SEND Teaching and Learning staff.

The Headteacher is charged with:

- Assisting in the development, monitoring and evaluation of the governor's policy for special educational needs
- Establishing success criteria
- Involving all staff and governors in SEND developments
- Agreeing job descriptions with the SEND Team
- Establishing procedural guidelines for all staff

The Head teacher is able to fulfil these duties via:

- Giving SEND status in the SDP
- Ensuring that through the Head's appraisal framework the governors set objectives that include SEND
- Working alongside other staff, the SEND Team and the governor with responsibility to formulate, develop and review the SEND Policy
- Establishing and developing the role and responsibilities of the SEND Team via job description and school systems
- Working to establish procedures and maintain good practice in school

The Headteacher is the Line Manager for the Social Inclusion Leader and the SEND Team. Mr Smith, Assistant Headteacher, works in partnership with the inclusion team to ensure effective communication with pastoral staff and consistency of practice. In addition Mr Joplin, Assistant Headteacher, is the designated Safeguarding Lead.

The Link Governor

The governor with responsibility for SEND is able to fulfil his/her duties by making planned visits to school. During this time the governor has access to the Additional Needs files in school, EHCPs, ASPs, HCPs and Pupil Profiles. Consultation regularly takes place with the SEND Teaching and Learning Leader and the SEND Team with regard to pupils, systems and management. This can involve attendance at staff meetings and other school activities linked with SEND.

Governing Body and Link Governor

The Governing Body has certain responsibilities in relation to pupils with additional educational needs and will do its best to ensure that the necessary provision is made for any pupil who has additional educational needs. This responsibility will be discharged by:

- Knowledge of the school's system for the identification of pupils experiencing difficulty
- Knowledge of the school's course of action for such pupils in relation to the Code of Practice and the monitoring of how resources have been allocated to and amongst pupils with SEN
- School reports from the Headteacher / SEND Team who provide this information
- A 'responsible person' - the Headteacher or the appropriate governor

- Consulting the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Reporting annually to parents on the implementation of the school's policy for pupils with Additional Educational Needs (See Section 317, Education Act 1996)
- Having regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs (See Section 313, Education Act 1996)
- Ensuring that parents are notified of a decision by the school that SEN provision is being made or their pupil. (See Section 317A, Education Act 1996)

The inclusion of all pupils with additional needs into the life of the school is overseen by the Headteacher, the SEND Teaching and Learning Leader and the SEND Team.

The SEND Team

The SEND Team is responsible for the inclusion of all the pupils with Physical and Medical Impairments and Autistic Spectrum Disorder into the life of the school. Along with the Designated CLA Teacher they liaise with carers, Social Workers and other outside agencies to ensure this percentage of vulnerable pupils make aspirational progress. It is the CLA Designated Teacher's responsibility to ensure that personal Education Plans (PEPs) are updated annually and the school is represented at six monthly CLA reviews. The progress of the CLA cohort is tracked every half term and information passed on to Pastoral Teachers and teaching staff.

Special Educational Needs Coordinator (SENDCo)

The SENDCo has responsibility to ensure appropriate levels of achievement are reached for pupils with SEND. This is achieved through liaison with curriculum and pastoral leaders to ensure the inclusion of pupils through high quality teaching, effective use of resources and improved standards of learning.

The SENDCo teaches pupils with a range of significant additional needs and oversees assessment arrangements including initial screening and access arrangements for external examinations. Additional responsibility relates to Progress and Intervention provision as well as providing CPD and coaching for staff on a range of Special Educational Needs, differentiation and the impact of SEND on effective learning.

Together the Social Inclusion Team and SEND Teaching and Learning Leader work together to:

- Promote the SEND Agenda within Woodchurch High.
- Oversee the day-to-day operation of the school's SEND policy.
- Liaise with, support and advise colleagues.
- Coordinate provision for pupils with Additional Educational Needs to ensure they have full access to the curriculum and are socially included in the wider context of the school.

- Monitor and review the pupils' progress and evaluate the impact of interventions.
- Ensure Pupil Profiles are written and available to all staff, updated using staff feedback every term.
- Maintain the school's SEND list.
- Oversee the records on all pupils with Additional Educational Needs.
- Liaise with parents of pupils with Additional Educational Needs.
- Provide appropriate in service training to staff and governors.
- Work with the Named Governor for SEND, Mr T Smith.
- Liaise with external agencies including the LA's support and Educational Psychology Services, the Connexions PA, Health and Social Services and other voluntary bodies in the development of Additional Support Plans and Education and Health Care Plans.
- Observe staff and pupils to provide support with the delivery of Quality First Teaching and the development of differentiation skills.
- Oversee the periodic reviewing of Pupil Profiles based on pupil reports and feedback from staff
- To work in partnership with members of the English faculty to provide a comprehensive phonics support package for pupils and to assess and evaluate impact

Pastoral Staff

The Pastoral Assistant Head and Pupil Progress Leaders and Assistant Pupil Progress Leaders are the key to gathering progress, attendance and behavioural data on SEND pupils. Joint meetings are held between PPLs and SEND staff to discuss the progress of the SEND cohort and plan appropriate intervention. When necessary information is presented to the schools Gateway Referral for further support. It may then become necessary to liaise with outside agencies, eg:

- Educational Welfare Officer
- Social Services
- Health Service and family doctors
- Previous School Records
- General Reports on pupil progress
- Chaplaincy Team
- Local Authority Attendance officer
- Social Workers in school programme

Pastoral staff are also a link to parents as well as form teachers who may have a trusting relationship with the pupil. Pastoral staff may become involved in writing Pupil Profiles and may need to be present at review meetings when necessary.

The SEND Teaching & Learning Leader and Assistant SENCO also attend weekly meetings with the Assistant Headteacher with responsibility for data and progress in order to ensure pupils with SEND are progressing and achieving their targets.

Teachers

All staff at Woodchurch High School are regarded as teachers who teach pupils with SEND, providing Quality First Teaching to support the needs of all pupils and facilitating pupil progress. The delivery of a whole school approach to SEND relies on each staff member taking responsibility and ensuring that all pupils gain access to the curriculum.

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.

Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

The SENDCo will support staff in developing quality-first teaching to support and meet pupil needs.

*Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, SENCO and learning support team, and all other members of staff have important operational responsibilities. **All teachers are teachers of pupils with special educational needs.** Teaching such pupils is therefore a whole-school responsibility, requiring a whole-school response.*

(6.2 Code of Practice)

Teachers shall be charged with:

- Identifying and assessing pupils causing concern through use of data and tracking.
- Ensuring the right of all pupils to access to the National Curriculum by planning suitable differentiated resources.
- Setting targets, planning work and reviewing progress on Pupil Profiles.
- Liaising with Social Inclusion Leader, SEND Teaching and Learning Leader and other additional needs support staff.
- Contributing to policy development and adaptations in line with current best practice.
- Being responsible for their own professional development via CPD.
- Providing differentiated lesson materials to allow all pupils to make progress.

The teachers will be able to fulfil these duties via:

- Constant monitoring of the progress of individuals against class/national norms. This process begins as soon as the pupils enter school. Any pupils causing concern will be monitored very carefully and evidence collected will be shared with the SEND Teaching and Learning Leader and the SEND Team.
- Ensuring that pupils with SEND receive a suitable differentiated curriculum, so that they are supported to participate fully in the life and activities of the school.
- The parents of every SEND pupil are kept fully informed about the progress and challenges for their child. The concerns and wishes of both parents and pupil will be taken into account at every stage.
- Time will be allocated at Departmental Meetings to discuss Additional Needs Issues. Teachers will be expected to contribute to meetings with outside agencies and to record the results of the meeting and the targets set.
- It is the responsibility of the class teacher to improve his / her skills for the teaching of SEND pupils by taking the opportunity to attend appropriate 1CPD offered both in school and externally.

Teaching Assistants

The school employs a team of Teaching Assistants with a range of qualifications. These include HLTA and TA3s who work as Key Workers for Designated Pupils, but also work with other vulnerable pupils who require support. HLTAs and TA3s show leadership within the team and offer day to day direction and guidance.

TA performance and effectiveness is monitored by the SEND Leadership Team.

HLTA will:

- Monitor and evaluate TA effectiveness and report to the Social Inclusion Officer weekly.
- Liaise with curriculum leaders re: effective deployment and performance of TAs.
- Support pupils in class.
- Deliver social skills group or other appropriate intervention.
- Support the Social Inclusion officer in leading the weekly TA meetings.
- Support the SEND Team with lesson visits and the monitoring of TA service.
- Be accountable for the development of TAs through coaching and delivery of appropriate training.
- Liaise with parents / carers and other outside agencies in support of Social Inclusion Leader.
- Plan effectively and keep accurate records of interventions.
- Assist in writing, Annual Reviews, Pupil Profiles and Individual Learning Plans.
- Support half termly SEND surgeries, offering support and guidance to teaching staff on all SEND matters.

- Lead and deliver weekly meetings with TA3 staff with an agenda directed by the SEND Teaching & Learning Leader, Assistant Senco, Social Inclusion Officer.

Teachers and curriculum leaders are expected to lead the wider support team of teaching assistants to ensure:

- TAs maintain a file evidencing support and intervention provided for pupils, evidence of liaison and target setting with teaching staff and relevant pupil data.
- Support staff respond appropriately to individual pupils needs.
- Support pupils in class and during the school day when appropriate to facilitate their inclusion into the life of the school.
- Assist in the identification of individual needs and help in providing effective strategies for inclusion.
- Differentiate class and homework where appropriate.
- Support pupils with homework during study periods
- Teachers and TAs agree support strategies with reference to Pupil Profiles.
- Pupil Profiles and Additional Support Plans are reviewed and amended to reflect need.
- Pupils entitled to extra provision in examinations are supported.
- Attendance at or contribution to pupils Annual Reviews.
- Liaison with the parents/carers of pupils through the Home School Diary
- Appropriate courses and training, is attended as part of ongoing CPD.

In addition to their roles with these pupils the support staff have a variety of roles within the school:

- Pastoral Support: TAs are attached to a form group. The TA's may help with checking planners, organisational skills, uniform, providing individual/group mentoring, supporting with the KS3 Woodchurch Pledge and KS4 Progress Trackers. TAs also support Year 8 pupils with the Archbishop of York programme. The TAs will work to help pupils in setting individual targets in each subject area.
- Curriculum Support: Every TA has a designated faculty area in order that they are able to develop the specific skills needed to be better prepared for supporting pupils in those lessons. They also help with development of differentiated materials and resources. TAs with greater responsibility attend faculty meetings to remain informed of curriculum issues.
- Intervention Support: TAs are attached to and deliver intervention programmes aimed at meeting a range of needs. E.g. Social Skills // IDL.
- Some staff work with the SEND Teaching and Learning Leader to assist in the assessment of pupils, conducting tests for progress reviews.
- In class support is used flexibly to address the needs of other vulnerable group in addition to those with designated support.

We fully expect and encourage all non-teaching staff to be aware of and support pupils experiencing difficulties, e.g. lunchtime duty supervisors will look out for vulnerable pupils in the queues.

Parents / Carers expand

The SEND Team and SEND Teaching and Learning Leader will liaise with parents of pupils with SEND and encourage them to have an active role in their pupil's education. Parents play a key role in the education of their children and can help achieve success by;

1. Informing school about any specific needs their pupil may have upon entering school.
2. Being invited to contribute to Pupil Profiles.
3. Attending and contributing to review meetings (especially for pupils with an ASP or EHCP).
4. Encouraging to support pupils at home with school work and communicate any concerns and problems with relevant staff.
5. Attending and supporting other school events such as curriculum and intervention evenings.

The role of parents is crucial in helping school develop and maintain good behaviour.

To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.

Parents have an important role in supporting the school's ethos and values and are encouraged to work in partnership with the school

A pupil has SEN when their learning difficulty or disability calls for special educational provision, namely provision that is different from or added to that normally available to pupils of the same age.

The Code of Practice (SEND) identifies four broad areas of need.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic spectrum Disorder (ASC) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

See Appendix for further definitions.

The four broad categories that school will be planning for are:

- Communication and Interaction (e.g. ASC)

- Cognition and Learning (e.g. SPLD – Specific Learning Difficulty, MLD – Moderate Learning Difficulty)
- Social and Emotional and Mental Health difficulties (e.g. ADD – Attention Deficit Disorder, ADHD – Attention Deficit Hyperactivity Disorder)
- Sensory /Physical needs (e.g. VI – Visual Impairment, HI – hearing Impairment, MSI – Multi Sensory Impairment)

At Woodchurch High School we will identify the needs of the pupils by considering the needs of the whole child which will not just include the SEND of the child.

Many other factors may impact on progress and attendance:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL – English as an Additional Language
- PP – Pupil Premium
- CLA – child who is looked after
- Children of Service men/women
- Mental Health

Please note that under the new code of practice Behaviour as a need will no longer be an acceptable way of describing SEN.

Transition

At Woodchurch High School in order to ensure that pupils are correctly identified the following procedures are undertaken:

During the Summer Term prior to transfer, the SEND Team and SENDCo work closely with the transition team to gather essential information regarding pupil who are due to transfer with SEND. As part of this process information is gained from the following sources:

- Existence of Education, Health and Care Plan or Additional Support Plan
- Area of concern identified by primary school – Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and or Sensory/Physical.
- Pupil's literacy levels
- Pupil's numeracy levels
- Assessment tests
- Reports from other agencies

This is further supported by:

- Provision of Key Stage 2 data
- Visits by transition team to allocated primary schools
- Visits by Additional Needs Staff – including attendance at Year 6 annual reviews
- Visits by support staff to observe and talk to support staff in primary schools
- Meetings with Primary School SENCOs

- Liaison between the SEND staff, Headteacher and the LA officers
- Transition programme developed for individual pupils and parents to visit the school and attend lessons for a number of weeks prior to Induction Day.

Where necessary, additional meetings are arranged with primary colleagues, parents and carers and other professionals to discuss individual needs and plan programmes. Early identification enables the school to facilitate the smooth transition from Primary to Secondary. Once needs are identified the following procedure will take place:

- Parents of pupils who have been identified as having SEND by the Primary School will be contacted and invited to contribute to the transition process
- Pupil Profiles are produced for distribution to all staff
- Staff within the Inclusion faculty work closely with Pastoral staff to ensure pupils with SEND are allocated to appropriate forms
- A summary booklet is produced outlining the SEND of the new Y7 cohort for all staff
- A presentation is made to all staff on the SEND of the new cohort.

For Pupils in need of Enhanced Transition:

For pupils who may find transition to High school a challenge, there are opportunities to follow an enhanced programme which is personalised to the individual needs of the pupil. This may involve opportunities to visit the school in order to:

- Familiarise themselves with the building,
- Meet key staff who will be available to support them when they join WHS
- View the school during breaks and lunchtimes
- Attend a lesson
- Visit the Inclusion pod and resource area

These arrangements are made following consultation with colleagues in the Primary School and Parents/Carers.

Information gained as a result of this process will inform which pupils are placed on the SEND register.

SEND Induction Days / SEND Induction Evening

During transition, pupils will be identified who need extra support and transition beyond additional visits.

They may be selected to take part in one of four SEND Induction days. These days are tailored to support pupils who may require a full day in school with pupils with similar needs.

The days are organised and overseen by the SENDCo and the Social Inclusion Officer

There are four SEND Induction Days, and pupils take part in a variety of activities to familiarise themselves with the building, key staff and build positive peer friendships.

Following the final day, there is a SEND Induction Evening and parents and carers of those pupils who came to school are invited in to meet key members of the SEND Team and to answer any questions that they may have.

Baseline Assessment for Year 7

In September, all pupils in Year Seven undertake the following assessments:

- NGRT assessment for Reading and Comprehension skills.
- CATs tests for Verbal, Non Verbal and Quantitative abilities
- Reading and spelling ages

The information gained from these assessments, along with data provided on Key Stage 2 SATS test results (English and Maths) is collated and shared with staff as the basis for future target setting. This information is also used alongside more detailed transition information to inform small group provision in English, Maths and Science and as the basis for the SEND List. In addition whenever appropriate, pupils are allocated places on a range of Intervention Programmes.

Woodchurch High school subscribes to the graduated approach of Assess –Plan – Do and Review where earlier decisions and actions will be revisited, refined and revised. This results in a more detailed pupils' needs and more effective support which ensures pupils make good progress and secure good outcomes.

In identifying a pupil as needing SEN support, subject staff and Curriculum Leaders, working with the SEND staff, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, the pupil's previous progress attainment and behaviour held within school management systems such as BromCom, BromCom and SISRA. It may also draw on a holistic assessment from other staff where relevant, the individual's development in comparison to their peers and national data. The views and experiences of the parents as well as the pupils own views will also be sought as well as advice from external services where relevant.

The cycle for assessment is undertaken approximately every 6 weeks and will be reviewed by the SEND Teaching and Learning Leader as indicated on the diagram in appendix 2. This will ensure that the support and interventions are matched to need as precisely as possible and that a clear picture of their impact emerges.

When it is decided to provide a pupil with SEN support the parent will be formally notified although school will have been communicating with parents and carers regularly before this. The teachers and the SEND staff, in consultation with the parents and pupils, will agree the necessary interventions, adjustments and support to be put in place as well as the expected outcomes. All of this information will be shared with staff and recorded on the schools' information system.

Level of Need

All pupils on the SEND List will be categorised according to their level of need. For the majority of pupils on the register, needs will be met via a QFT however for those pupils with more complex needs a **Pupil Profile** will be written and they will be placed at **“School Support”** on the SEND register. For those pupils at School Support, where there is current and regular agency involvement an **Additional Support Plan** may be considered alongside the Pupil Profile. However this will only apply to those pupils where there is active and ongoing input from other agencies such as CAMHS, Educational Psychology etc.... This plan will be used to inform and address needs and will be used as part of the Graduated Response to SEND. Those pupils with the most complex needs which require the provision of additional resources may have an **Education, Health and Care Plan**.

SEND Register

A pupil is identified as having Special Educational Needs if they are finding it harder than other pupils to make progress

If a child is on the SEN register it means they have a special educational need. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Woodchurch High school places pupils on the SEND register in four tiers.

- Tier 1 - a pupil has a specific, common additionality which requires standard strategies to support - e.g. ADHD
- Tier 2 - a pupil may require more specific support and may have a Pupil Profile to support teaching and learning, and quality-first teaching. They will also access additional support. The pupil may also be in receipt of a Health Care plan
- Tier 3 - the pupil may have an Additional Support Plan or an Individual Pupil Funding Agreement. The pupil may also have additional funding from the Local Authority
- Tier 4- the pupil is in receipt of and Education, Health & Care Plan

The SEND register details which tiers pupils are placed on in each year group.

The placing of a pupil at a specific tier is not fixed and can move depending on circumstance or need.

Pupil Profiles

Pupil Profiles are only effective if they are working documents which are reviewed annually to ensure that they are accurate and up to date. The profiles will be amended accordingly in line with Annual Reviews or additional information to respond to pupil needs. Subject teachers will be required to submit evaluations of strategies as identified on Pupil Profiles to coincide with the generic data drop at the end of each term.

The SENDCo will have responsibility for collating all of the information from staff. Updated profiles will be sent to parents/carers for consideration and feedback following which final decisions will be made regarding the detail on the profile.

Throughout this time the class/subject teachers will remain responsible for the pupil. It is the teachers responsibility to work closely with Teaching Assistants and staff providing any additional interventions to assess their impact on classroom activities and teaching.

As part of any Review, pupil and parents views will be sought regarding the impact of interventions and support. Any further actions will be revised in light of feedback from all those involved with the pupil including the pupil his/herself.

Review Meetings for pupils with an Additional Support Plan, PFA or EHCP will follow the same cycle however colleagues from external agencies will be invited to contribute and in the case of pupils with EHCPs, information will be sent to the Local Authority in order to inform future support.

An example of a Pupil Profile is below:

Tier 2 Pupil Profile

Name: Form:	Data CATS: Secure / middle etc.. SATS: Middle / secure etc...	
SEND area of need: medical needs, ADHD etc...	Intervention and additional support: e.g Health Care Plan	Barriers to learning: Strategies to support Quality First Teaching:
Profile:	Physical and Medical needs: Cognition and Learning:	

Pastoral Pen Portraits

These are to be used in conjunction with Pupil Profiles.
They are completed by Pastoral Leaders and detail barriers to learning and strategies to support quality first teaching

Pastoral Pen Portrait

Name	Form
Pupil Premium	SEND
Pen Portrait	
Strategies to support quality-first teaching	



Outside Agencies

If following a review there continues to be concern, despite access to different interventions and support then, with the agreement of parents the school may involve specialists from outside of school e.g. specialist teachers, educational psychologists.

Advice secured as a result of the involvement of outside agencies should be followed and reviewed as part of the assess, plan, do, review cycle and in partnership with parents.

Meeting the Needs of Pupils with SEND

Woodchurch High School follows a whole school approach to SEND where all teachers are responsible and accountable for the progress and development of the pupils in the class, including where pupils access support from teaching assistants or specialist staff (Code of Practice 6.36)

High quality teaching which is planned and differentiated for individual pupils is the first step in responding to pupils who have or may have SEND.

We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. The SEND Teaching and Learning Leader undertakes regular observations in lessons to support teachers in planning effectively to meet the needs of pupils with additional needs. She is supported in this role by the Assistant SENCO.

This includes reviewing and where necessary, improving teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (6.37) Support with this is available through the school's CPD programme.

In order to decide whether to make SEN provision, the teacher in partnership with colleagues with responsibility for SEND will consider all of the information collected within school regarding the pupils progress, comparison with national data and expectations of progress. This will include high quality and accurate formative assessments using information gained from the school's assessment, recording and reporting systems.

For pupils regarded as having a higher level of need we will conduct further in depth assessment and when necessary draw on the advice, support and further assessments from external agencies and professionals (to draw up an Additional Support Plan).

This process will also include early discussion with the pupil and their parents/carers. These discussions will be structured to ensure there is a good understanding of:

- The pupils areas of strength and difficulty.
- The parents concerns.
- The agreed outcomes sought for the child and next steps.

Notes taken at the meeting will be included with the pupil's records as part of the school information system and a copy given to parents.

A clear date for reviewing progress will be agreed and the parent, pupil and teaching staff will be clear about how the pupil will reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.

NB. Where it is decided that a pupil has SEND, the decision will be recorded in the school records and parents will be formally informed that SEND provision is being made through the school's SEND Support system.

Supporting Pupils with Medical, Physical, and Sensory need.

Woodchurch High recognises that children at school with medical conditions should be properly supported so that they have full access to the curriculum, including school trips and physical education. In the instance that pupils with medical conditions are disabled, school will comply with its duties under the Equality Act - 2010 (See Disability and Access Policy).

Children's difficulties may be age related and will fluctuate over time and school is committed to working with parent and health care professionals to ensure pupils' needs are met. School will work closely with the specialist support services for vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) to ensure pupils have the specialist support and equipment necessary to access their learning and the school environment.

Some pupils with medical, physical or sensory needs may also have Special Educational Needs (SEN) that are supported through an Education Health Care Plan (EHCP) or Health Care Plan. The purpose of this is to bring together health care needs as well as their special education provision. The additional provision for these pupils is agreed and reviewed through the EHCP, PFA or Health Care Plan, review process in partnership with the Local Authority. NB for some pupils with more complex medical needs funding is provided by the Local Authority which requires an Annual Review.

Pupils who have medical conditions such as Type 1 diabetes Asthma, and allergies will have a Health Care Plan (HCP) completed annually. This is a meeting with parents and health care professionals to discuss the necessary adjustments needed to ensure pupils can access the curriculum and to ensure school is fully and able to implement necessary emergency procedure.

Teaching Assistant Support is available for all pupils to help them overcome physical and medical barrier to learning.

Transport

- Many of our pupils with disabilities or social communication difficulties make use of 'specialist transport'. The Social Inclusion Officer has responsibility for liaising with the LA regarding transport arrangements. Staff are made aware that there are occasions when pupils using this transport may be late for registration or collective act of worship in the morning.
- Transport leaves school by 3:15, this has implications for detentions and alternative arrangements are made by staff.
- Educational Visits – Physically disabled pupils are included on all educational visits. This involves detailed planning and liaison with all staff concerned.

- Extra Curricular Activities – Pupils with disabilities are encouraged to participate in extracurricular activities. This includes drama productions and sporting activities such as ‘Friday Fun Club’.

Transition from KS3 to KS4 AND Post 16

For those pupils with an EHCP or PFA the transition from KS3 to KS4 is critical. As a result the Review meeting will provide an opportunity to discuss the options available for post 16 school life, and how best to prepare the pupil for these. The desired outcomes from the Transition Review are:

- To help pupils make more informed choices
- To identify provision for work experience placement
- To explore post 16 options which could be created

Discussion as part of the review will focus on the following:

- How professionals can develop close working relationships with colleagues in other agencies to ensure effective and coherent plans for the young person in transition?
- Which new professionals need to be involved in planning for transition, for example occupational psychologists; rehabilitation medicine specialist; occupational and other therapists?
- Does the young person have any special health or welfare needs, which will require planning or support from health and social services now or in the future?
- Are assessment arrangements for transition clear, relevant and shared between all agencies concerned?
- How can information best be transferred from children to adult services to ensure a smooth transitional arrangement?
- Where a young person requires a particular technological aid, do the arrangements for transition include appropriate training and arrangements securing technological support?
- Is education after the age of 16 appropriate, and if so, at school or college of further education?
- Does the pupil have skills for life/independent living?

The Family

- What do the parents and carers expect of their son or daughter’s adult life?
- What can they contribute in terms of helping their child develop personal and social skills, an adult life style and acquire new skills?
- Will parents experience new care needs and require practical help in terms of aids, adaptations or general support during these years?

The Young Person

- What information does the young person need in order to make informed choices?
- What local arrangements exist to provide advocacy and advice if required?
- How can the young person be encouraged to contribute to his or her own transition plan and make positive decisions about the future?

During Year 9 the school will also start to make preparations for any additional arrangements needed by the pupil for their external examinations – See section on Access Arrangements.

Post 16 Transition

All pupils with an existing Education Health Care Plan, PFA or more complex SEND receive a careers interview. **During Year 9 the school will also start to make preparations for any additional arrangements needed by the pupil for their external examinations.** This will include:

- At least one careers guidance interview with an impartial Careers Advisor in Year 10/11. Parents and pupils are free to request further interviews if they feel that is required, and interviews can be requested at any point from Year 9 onwards. A member of the SEND Team has specific responsibility for overseeing careers advice and post 16 preparations. SEND pupils also have access to the advice of the school's own careers staff who can offer specialist careers advice and support.
- Pupils are supported in making Post 16 applications and once a route has been chosen transition visits are arranged in order for pupils to become familiar with new staff and surroundings. Independent travel is a focus of Post 16 transition.

Disabled Access

- Woodchurch High School is a new build (2010) with facilities designed to ensure full disabled access.
- Physical adaptations to the school include ramps, lifts to upper floors, toilets and hygiene suites with showers and fully moveable hoists.
- Space has also been set aside for physiotherapy and medication. Pupils have access to all areas of the school.
- Staff teaching in specialist rooms including PE staff, are aware of the needs to adapt equipment, apparatus and activities according to the needs of the individual pupil.
- Individual Health Plan meetings are held with all the professionals involved for pupils with specific medical needs.

IT

The IT staff provide technical support for all the pupils who use laptops provided by the LA. The IT staff ensure that the pupils are able to access the school intranet with their laptops and that there are printers available for printing off work. The staff work together with the LA to ensure that the pupils have access to all the necessary equipment such as mini-keyboards, switches and monitors. The school provides training for support staff in the packages that they use with the pupils. Printers are available in faculty areas for pupils to print off work.

Arrangements for Access to a Broad and Balance Curriculum, including the National Curriculum

At Woodchurch High the philosophy of 'entitlement' is fostered by the delivery of the full curriculum to all pupils regardless of ability. A 'whole school approach' has encouraged a policy of all teachers taking an active role in teaching the curriculum to all pupils including those with SEND.

Provision for pupils with special educational needs is a matter for the school as a whole.

In addition to the governing body, the school's head teacher, SEND Teaching & Learning Leader, Assistant SENCO and SEND Team and all other members of staff have important operational responsibilities.

In Key Stage 3 most groups are mixed ability. In the curriculum areas where setting takes place pupils receive a curriculum appropriate to meet their needs. All staff are aware of those pupils who are on the SEND List. Further support is available if detailed information about a pupil is required.

"Promoting inclusive education involves identifying and removing barriers to the presence, participation and achievement of all children, young people and adults. We believe this is a commitment that embraces a fundamental responsibility to place a particular emphasis on those learners who may be at risk of underachievement, marginalization or exclusion."

(Regional Position Statement on Inclusive Education Greater Merseyside SEN Partnership, 2003; Approved in the Wirral, 2004).

BromCom registers identify all pupils with SEND so staff can include in their mark books pupils at all stages on the register. Staff will be given an update of any pupils movement within the stages or if they have been removed from the register.

Access Arrangements

As part of the normal school procedures all pupils will be expected to take examinations throughout their time at Woodchurch. In the case of some pupils who are on the SEN List, there may be a need to make additional arrangements in order to ensure they have equal opportunities of access (Equality Act 2010) and are not discriminated against.

In these cases pupils will have a significant and substantial difficulty which is long term and pervasive in its nature.

Any additional arrangements will be closely monitored and evaluated as part of an ongoing process. This information will be used to inform the formal application process for when pupils take their official GCSE examinations or BTEC courses.

Criteria for any additional arrangements are contained within the national guidance set by the JCQ Examination Board and are subject to external inspection. The school must provide detailed evidence that any application is part of the pupils "normal way of working".

Pupils who require additional assessment scores to supplement their application for Extra Time will be assessed no earlier than Year 10. JCQ guidelines make it clear that assessment scores used by the Centre should be from no earlier than the start of KS4. Extra time: the candidate must have two below average scores in different areas for: speed of reading, reading comprehension, writing speed or have below average processing speed.

Please note: While evidence from representatives of the Medical profession may be included as part of the submission for additional arrangements it is not advisable for parents to seek private assessments since under exam regulations there is no obligation by school to accept private reports. In these circumstances the pupil should already have been receiving some adaptation to their way of working in order to ensure equality of access. If a parent is concerned it is essential they contact school in the first instance for clarification however most pupils who are eligible for additional exam arrangements are known to staff from Y7.

Additional arrangements may include any of the following but will only be granted following specialist assessment undertaken by the school.

- Access to a Reader
- Additional time of up to 25%
- In very unusual cases additional time of over 25%
- Separate room
- Rest breaks

- Use of Laptop
- Access to a scribe.
- Use of prompt.

Complaints

Arrangements by governing body for considering complaints from parents of pupils with SEN relating to provision made at school.

The SEND Teaching and Learning Leader, an appropriate member of the SEND Team and the Headteacher are available to discuss any problems regarding pupils with additional educational needs. At Woodchurch High the principle of 'partnership' is adopted and parents are encouraged to be active participants in their child's education. Parents concerns / anxieties are treated with respect and regarded as vital in the development of good practice for all pupils in our school.

Should the matter be unresolved Senior Management will involve the appropriate outside agencies.

APPENDIX 1 – SEND Code of Practice Extract

The SEND Code of Practice identifies 4 broad areas of SEND as follows:

Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASC< including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SPLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive

behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupil's mental health and behaviour difficulties in schools – see the References section under chapter 6 for a link.

Sensory and/or physical needs

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adult guidance published by the department of Health (see References section under chapter 6 for a link).
- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

APPENDIX 2 – Pupil Tracking

SENDCo and SEND Teaching and Learning leader attend weekly meetings with the AHT, Head teacher and PPLs.

These progress meetings allow identification and packages of support to be put in place.

Curriculum Areas use data tracking sheets, regularly reviewed by the SENDCo

APPENDIX 3 – Assistant Headteacher – Lead Professional for Pastoral Job Description



Woodchurch High School
A Church of England Academy



Post Title:	Assistant Headteacher: Lead Professional for Pastoral
Salary:	Leadership
Purpose:	<ul style="list-style-type: none"> ● To support the strategic objectives of the School Improvement Plan ● To support the SLT in ensuring that staff meet the Teachers Standards and develop their overall competences to the Standards ● Working with the Senior Leadership Team to build, maintain, lead and manage an effective teaching team which continually enhances the quality of teaching and learning. ● Assist in the appointment and induction of new staff to the School and the selection of staff to posts of responsibility. ● Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the Area Child Protection Procedures.
Reporting to:	Headteacher/Governors
Liaising with:	Headteacher/Governors/SLT Team
Disclosure level:	Enhanced DBS
Christian Ethos :	To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England academy, securing its Mission Statement with all members of the academy community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.
Leadership	
<ul style="list-style-type: none"> ● To contribute in the Schools' Leadership Team in assisting the Headteacher in creating a vision, sense of purpose and pride in teaching and learning. ● Contribute to the achievement of whole-school aims and improvement, and the effective implementation of school policies and practices. ● To follow the Headteacher's directions in coaching and/or supporting individual staff to improve the quality of teaching and learning and leadership skills. ● Establish good constructive working relationships amongst the staff. ● Identify and congratulate areas of success for individual staff or pupils. 	

- Contribute to the annual revision of the School-Evaluation Form (SEF) and SIAMS SEF, ensuring areas of responsibility have accurate data and information.
- Report to the Headteacher on a regular basis about role related issues and teaching and learning related professional development issues.
- Use Leadership and Management time effectively.
- Lead by example through allowing staff to observe lessons taught.

Principal Responsibility:

Lead Professional for Pastoral :

- Work closely with the Headteacher and Senior Leadership Team.
- Focus on mentoring PPL's/APPL's, specifically RST and LQU.
- To line manage the day to day operation of the SEND Team
- Train staff to be effective in projects and key issues.
- To lead and develop a successful and productive whole school pastoral team.
- To develop effective and best practice pastoral systems.
- Collaborating with colleagues to provide effective pastoral solutions.
- Overseeing the adoption of pastoral resources.
- Facilitate pastoral planning.
- Lead in promoting attendance and collating data for termly Governors meetings
- Set School attendance target.
- Prepare attendance data analysis termly for PPL's and review their action planning subsequently.
- Line manage the HSLO's in planning strategies and interventions.
- Meet with ESW regularly to discuss and action current cases.
- Ensure PPL's, HSLO's continue to deliver focused intervention via meetings.
- Line manage PK in ensuring she carries out her duties.
- Monitor attendance panel and sure actions on pupils causing concern.
- Ensure the attendance board is kept up to date.
- Ensure monthly and weekly attendance figures are sent to all forms with appropriate email.
- Look at weekly attendance returns and monitor low attendance etc.
- Ensure holiday protocol is embedded and followed and that letters to parents are written when necessary.
- Meet with relevant multi agency meetings as appropriate.
- Meet with the ESW regularly to discuss and action current.
- Sharing instructional leadership with the Headteacher.

Teacher:

- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.

- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.
- To maintain appropriate records and to provide relevant accurate and up to date information for Management Information Systems (BromCom), registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To trace student progress and use information to inform teaching and learning.
- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the Academy.
- To contribute to the development of effective subject links with external agencies.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools and the community.
- To contribute to the development of effective subject links with external agencies.
- To evaluate and monitor the progress of students and keep up to date student records as many be required.
- To apply the Behaviour Management systems so that effective learning can take place.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in School and elsewhere.
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the subject area and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Other Specific Duties:

- To continue personal development as agreed at Appraisal.
- To engage actively in the Appraisal process.
- To ensure that Appraisees are fully supported and accountable for the progress made in their pedagogies and practice.
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the School's Health and Safety policy and undertake risk assessments as appropriate.

- To comply with the internet code of practice.
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code.
- To liaise with LBA & the Chaplaincy Team in contributing to the SMSC school policy.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

APPENDIX 4 – SEND Teaching & Learning Leader Job Description



Woodchurch High School
A Church of England Academy



Post Title:	SEND Teaching and Learning Leader
Overall Responsibility:	<ul style="list-style-type: none"> • Through whole class and small group teacher to secure high levels of achievement for students with learning needs so that they achieve and develop in line with all students. • To provide professional leadership to secure high quality teaching; effective use of resources; improved standards of learning, inclusion and achievement for students with SEND.
Reporting to:	Headteacher / Governors
Liaising with:	Senior Leadership Team
Disclosure level:	Enhanced DBS
Christian Ethos:	To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England Academy, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.
Teaching and Managing Student Learning:	
<ul style="list-style-type: none"> • Lead and share with colleagues across the curriculum at KS3/4 effective teaching strategies to promote the highest achievements of SEND pupils. • To closely support, monitor and track SEND students in English and Maths, with respect to their literacy, numeracy, analysing summative outcomes and providing a summary report each term. • Act as a role model in leading staff to deliver high quality teaching for students with Special Educational Needs. • Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching. • Engage all staff in the creation, consistent implementation and improvement of schemes of work to improve the learning of all groups of vulnerable and disadvantaged students. • Review teaching and learning, monitoring the progress of students requiring additional support or challenge to ensure students are engaged in their learning and achieve success. • Identify and teach specific skills that will develop students' ability to work independently. • Liaise with other schools to ensure continuity of support and learning when transferring students from vulnerable groups eg attending year 6 EHCP (as required). . 	

- Play a leading role in closing the gaps in achievement between SEND pupils and others in the school.
- Lead a calendared SEND Link Group meeting half termly to ensure effective teaching and learning of SEND pupils across the curriculum.

Assessment and Self-Evaluation :

- To lead and co-ordinate assessments for SEND pupils.
- Agree, monitor and evaluate student progress targets for students on the SEND register and other vulnerable groups in KS3/4.
- Establish and implement clear policies and practices for assessing, recording and report on student achievement (including specialist assessment data) and to assist students in setting targets for further improvement.
- Ensure that the records of all students with SEND are kept up to date.
- Ensure that primary school documentation of pupils identified with SEND is thoroughly read and acted upon.
- Use data effectively to identify students who are underachieving and where necessary, create, implement and deliver an effective intervention plan.
- Assist the designated SLT link in evaluating the standards of leadership, teaching and learning, consistent with the procedures in the school self evaluation policy and to use this analysis to take action to improve further the quality of teaching.
- Update the Headteacher and governing body on the effectiveness of provision for students with SEND.
- Maintain an up-to-date SEND register.

Relationships with Parents and the Wider Community:

- Liaise with potential next stage providers of education to ensure students and parents/carers are informed and a smooth transition is planned for.
- Be a key point of contact with the relevant external agencies.
- Establish a partnership with parents to involve them in their child's learning, as well as providing appropriate information about the curriculum, targets and attainment.
- Communicate effectively, both orally and in writing, with parents, governors and other relevant stakeholders.
- Co-ordinate statement reviews, PSPs and IEPs.
- Co-ordinate requests for formal assessments.
- Oversee and arrange special exam arrangements.
- Liaise with other professionals and organisations.
- Develop and Chair a termly Parent Support Group.

Managing Staff and Own Performance:

- Take responsibility for their own professional development to improve students' learning.
- Provide training opportunities for TAs and other teachers to learn about SEND.

- Liaise with the relevant designated teacher where a looked after child has Special Educational Needs.
- Lead the learning of other staff members by supporting, challenging and developing them so that they are effective in providing high quality teaching to pupils with learning difficulties.
- Provide regular and timely feedback for subject colleagues in a way which recognises and disseminates good practice.
- Support faculty staff's progress against performance management objectives resulting in a tangible impact on student learning.
- Ensure all subject staff understand and are actively implementing the key aspects of the school's SEND policy.
- Support the aims and ethos of the school.
- Attend and participate in open evenings and all parents' evenings.
- Uphold the school's behaviour code and uniform regulations.

Managing Resources:

- Identify resources needed to meet the needs of students with SEND and other vulnerable groups and advise the Headteacher/SLT of priorities for expenditure.
- Organise and co-ordinate the deployment of learning resources, including ICT, and monitor their effectiveness.

Strategic Leadership:

- Together with the Headteacher and school governors, ensure that the school meets its responsibilities under The Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities for students with SEND.
- Create an annual improvement plan which contributes positively to the achievements of the school improvement plan and which actively involves all subject teachers in its design and execution.
- Keeping up to date with National and local initiatives which may impact upon policy and practice and advising the Headteacher and governing body on implementation.
- To attend Curriculum Leaders meetings and the English and Maths faculty meetings as appropriate.
- To liaise closely with the Inclusion Co-ordinator and PPL's and Curriculum leaders about progress of SEND pupils.
- To meet weekly, as minimum, with GSI, CHA, ASM.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

APPENDIX 5 – Assistant SENCO Job Description



Woodchurch High School
A Church of England Academy



Post Title:	Assistant SENCO
Overall Responsibility:	<ul style="list-style-type: none"> • Through whole class and small group teaching secure high levels of achievement for students with SEND, so that they achieve and develop in line with all students. • To provide professional leadership to secure high quality teaching across the curriculum; effective use of resources; improved standards of learning, inclusion and achievement for students with SEND. • To meet weekly with the Curriculum Leader for English / SEND Teaching and Learning Leader to ensure best practice and outcomes for pupils with SEND with regard to literacy.
Reporting to:	Headteacher / Governors
Liaising with:	Senior Leadership Team
Disclosure level:	Enhanced DBS
Christian Ethos:	To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England Academy, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.
Teaching and Managing Student Learning:	
<ul style="list-style-type: none"> • The Assistant SENCO will work closely with the SEND team and the SEND Teaching & Learning Leader. • Lead and share with colleagues across the curriculum at KS3/4 effective teaching strategies to promote the highest achievements of SEND pupils. • To closely support, monitor and track SEND students in English with respect to their literacy, analysing summative outcomes and providing a summary report each term, with a clear action plan to implement in the next term. • Act as a role model in leading staff to deliver high quality teaching for students with Special Educational Needs. • Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching. • Engage all staff in the creation, consistent implementation and improvement of learning programmes to improve the learning of all groups of vulnerable and disadvantaged students. • Review teaching and learning, monitoring the progress of students requiring additional support or challenge to ensure students are engaged in their learning and achieve success. 	

- Identify and teach specific skills that will develop students' ability to work independently.
- Liaise with other schools to ensure continuity of support and learning when transferring students from vulnerable groups eg attending year 6 statement reviews.
- Play a leading role in closing the gaps in achievement between SEND pupils and others in the school.
- Attend school community meetings, including Teaching and Learning Working Party, to monitor and implement effective provision for pupils with SEND.
- Lead a calendared SEND Link Group meeting half termly to ensure effective teaching and learning of SEND pupils across the curriculum.

Assessment and Self-Evaluation :

- To lead and co-ordinate assessments for SEND pupils in English.
- With SEND Leader, agree, monitor and evaluate student progress targets, across the curriculum, for students on the SEND register and other vulnerable groups in KS3/4.
- Establish and implement clear policies and practices for assessing, recording and report on student achievement (including specialist assessment data) and to assist students in setting targets for further improvement.
- Assist the SEND Leader to ensure that the records of all students with SEND are kept up to date.
- Assist the SEND Leader to ensure that primary school documentation of pupils identified with SEND is thoroughly read and acted upon.
- Assist the SEND Leader to use data effectively to identify students who are underachieving and where necessary, create, implement and deliver an effective intervention plan.
- Assist the designated SLT link in evaluating the standards of leadership, teaching and learning, consistent with the procedures in the school self evaluation policy and to use this analysis to take action to improve further the quality of teaching.
- Update the Headteacher and governing body on the effectiveness of provision for students with SEND.
- Support the maintenance of an up-to-date SEND register.

Relationships with Parents and the Wider Community:

- Liaise with potential next stage providers of education to ensure students and parents/carers are informed and a smooth transition is planned for.
- Be a key point of contact with the relevant external agencies.
- Establish a partnership with parents to involve them in their child's learning, as well as providing appropriate information about the curriculum, targets and attainment.
- Communicate effectively, both orally and in writing, with parents, governors and other relevant stakeholders.
- Co-ordinate statement reviews, PSPs and IEPs.
- Co-ordinate requests for formal assessments.
- Oversee and arrange special exam arrangements.

- Liaise with other professionals and organisations.
- Develop and Chair a termly Parent Support Group.

Managing Staff and Own Performance:

- Take responsibility for their own professional development to improve students' learning.
- Provide training opportunities for TAs and other teachers to learn about SEND.
- Liaise with the relevant designated teacher where a looked after child has Special Educational Needs.
- Lead the learning of other staff members by supporting, challenging and developing them so that they are effective in providing high quality teaching to pupils with learning difficulties.
- Provide regular and timely feedback for subject colleagues in a way which recognises and disseminates good practice.
- Support faculty staff's progress against performance management objectives resulting in a tangible impact on student learning.
- Ensure all subject staff understand and are actively implementing the key aspects of the school's SEND policy.
- Support the aims and ethos of the school.
- Attend and participate in open evenings and all parents' evenings.
- Uphold the school's behaviour code and uniform regulations.

Managing Resources:

- Identify resources needed to meet the needs of students with SEND and other vulnerable groups and advise the Headteacher/SLT of priorities for expenditure.
- Organise and co-ordinate the deployment of learning resources, including ICT, and monitor their effectiveness.

Strategic Leadership:

- Together with the Headteacher and school governors, ensure that the school meets its responsibilities under The Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities for students with SEND.
- Create an annual improvement plan which contributes positively to the achievements of the school improvement plan and which actively involves all subject teachers in its design and execution.
- Keeping up to date with National and local initiatives which may impact upon policy and practice and advising the Headteacher and governing body on implementation.
- To attend Curriculum Leaders meetings and the English faculty meetings.
- To liaise closely with the Inclusion Co-ordinator and PPL's and Curriculum leaders about progress of SEND pupils.
- To meet weekly, as minimum, with the AHT – Pupil Progress and Wellbeing

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

APPENDIX 6 – Social Inclusion Officer Job Description



Woodchurch High School
A Church of England Academy



Post Title:	Social Inclusion Officer
Overall Responsibility:	<ul style="list-style-type: none"> To be part of a team promoting the inclusion of pupils with ASC, ADHD, EBMM and LAC
Reporting to:	Headteacher / Governors
Liaising with:	Assistant Headteacher – Pastoral / PPL's / APPL's / CL's
Disclosure level:	Enhanced DBS
<p>The tasks associated with the role of Social Inclusion Officer are specifically to:</p> <ul style="list-style-type: none"> Promote inclusion in school and beyond. To assist in preparing development plans as necessary. To work as part of the team with the SEND Teaching and Learning Leader and the Additional Needs Support Officer, in producing the annual review of the school's SEND Information Report and SEND Policy, ensuring that they are published on the school's website and approved by the Governing Body. To review the data drop assessment information and plan for the needs of pupils with Special Educational Needs, in line with the code of Practice and the standards for SEND. Organise interventions to address identified needs. To assist within the team, particularly the role of Additional Needs Parent/Carer Liaison Leader, to ensure that parents are fully involved in the key processes and procedures of the Code of Practice (Sept 2014) and that they understand the targets for their children and the reasons for them. Maintain an up-to-date knowledge of specialist services and agencies who can support in the identification, assessment, planning and provision for students with SEND, and use these sources of support as appropriate. Support staff in other departments in understanding SEND issues, in particular how pupils with SEND learn and how to use this information to inform their practice. To liaise closely with the HLTA's and Curriculum Leaders in the monitoring, allocation and development of the TA's. To work with the SEND Team in producing the educational section of the EHCP. To work closely and communicate effectively with primary schools in readiness for transition to Secondary School. <p>The outcomes that are associated with this element are to lead SEND so that teachers and support staff will:</p> <ul style="list-style-type: none"> Be committed to the principles of inclusion. Be consistent in their practice. Be consistent in their implementation of policies. 	

- Use the outcomes of SEND self-evaluation to develop their practice so that it results in pupil progress.
- Understand the needs of SEND pupils and the importance of raising their achievement.

The outcomes that are associated with this element are to lead colleagues so that pupils with SEND will:

- Actively participate in learning.
- Develop the qualities necessary to succeed in mainstream education, namely persistence, risk-taking, concentration, organisation and resilience in the face of setback.
- Make demonstrable progress over time.

The outcomes that are associated with this element are to work as part of a team with Curriculum Leaders who:

- Are consistent in their practice in providing for students with SEND.
- Share good practice with other subject leaders.
- Act as role models in teaching pupils effectively.
- Act as role models in managing pupils effectively.

Impacting on educational progress of pupils beyond those assigned to the teacher

The tasks associated with the role of Social Inclusion Officer are specifically to:

- Engage in timely and regular meetings with all key stakeholders and young people to review progress.
- Regular tracking and monitoring of pupil progress which will feed into a 'wave-model' for intervention that will be ongoing and rolling throughout the year.
- Set up collaborative and holistic working relationships with pastoral teams to ensure the mental, social and emotional needs of SEND pupils are met.

The outcomes that are associated with this element are to lead SEND with specific reference to pupils with a diagnosis of ASC, ADHD, ESMH and pupils who are LAC so that pupils on the SEND register will:

- Achieve the highest possible standards in public examinations.
- Progress to the next stage of their education with confidence and enthusiasm.
- Understand how to improve their studies.
- Know their academic targets and understand what it means to improve.
- Know their learning targets and what they need to do to improve.
- Contribute to the maintenance of a purposeful working environment.

The tasks associated with the role of Social Inclusion Officer are specifically to:

- Ensure all staff meet their statutory responsibilities in catering for the needs of pupils with SEND and making reasonable and appropriate adjustments for these pupils.
- Advise the Headteacher of staff in relation to pupils with SEND.
- Keep parents well informed about their child's achievement and progress and ensure that all information sent to parents is of a high standard.
- Provide information and participate in the appraisal process.
- Use data to inform practice.
- Work with others to ensure realistic and achievable targets are set for pupils with SEND.

The outcomes that are associated with this element are that SEND staff will:

- Work together as a team with shared aims.
- Support the aims of the school and understand how their team role relates to the school's aims.
- Have detailed job descriptions which set out their responsibilities and duties.
- Keep parents well informed about their child's achievement and ensure that all information sent to parents is of a high standard.
- Monitor the academic progress of the pupils with SEND.
- Advise the subject leader of matters affecting the pupils with SEND in their groups.

Monitoring and accountability:

The tasks associated with the role of Social Inclusion Officer are specifically to:

- Provide information, advice and analysis for the Headteacher and other senior managers so that they can understand the issues affecting the progress of individuals or groups with SEND.
- Respond to other adults and agencies that require up to date information about the school's SEND policy and practice, presented in a concise and accurate manner.
- Establish staff and resource requirements and achieve value for money.
- Evaluate annually the quality of the school's response to assessed need, particularly the extent to which SEND students make progress; use a wide range of data to conduct this evaluation.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

APPENDIX 7 – Additional Needs Support Officer



Woodchurch High School
A Church of England Academy



Post Title:	Additional Needs Support Officer
Overall Responsibility:	<ul style="list-style-type: none"> ● To advise on and implement the SEN process for families ● To contribute to the compilation of information and liaise with the LA in preparing the Education, Health and Care Assessments and Plans ● To promote the new SEN Reforms, EHC process and additional support plans
Reporting to:	Headteacher / Governors
Liaising with:	Assistant Headteacher – Pastoral / PPL's / APPL's / CL's
Disclosure level:	Enhanced DBS
<p>The tasks associated with the role of Additional Needs Support Officer are specifically to:</p> <ul style="list-style-type: none"> ● To facilitate person centred planning meetings within the SEN Statutory Assessment Process, for pupils with SEN and Disabilities ● To oversee the new SEN process for families and contribute to the school element in readiness for the Education, Health and Care (EHC) Assessments and Plans, ensuring a timely delivery, including financial analysis of provision ● To promote SEN Reforms, EHC process and Additional Support Plans and promote inclusion in school and beyond. ● To be the main point of contact for parents/carers and co-ordinate the EHC Assessment for families, within current statutory timescales ● To plan and facilitate person centred EHCP meetings with families/carers and professionals across education, health, social care and voluntary sectors. Meetings to include the YP and other professionals key to the pupils progress and development ● To work with professionals to ensure their knowledge, experience, skills and relevant assessments inform the EHC process. ● To network with a variety of services, agencies and providers to gather information in order to support the family to make well informed choices, including parent support services. ● To ensure the education contribution to the EHC Plan clearly details the child's needs, has clear actions and is outcome focussed with realistic timescales. ● To regularly communicate with the whole school SEN Team, reporting issues, meeting deadlines and feeding back to help inform further development of the process. ● To work with the SEN Team in creating the Annual Reviews ● To be part of the Transition Team ensuring the relevant provision is addressed <ul style="list-style-type: none"> ○ To identify the pupils whose needs require specialist provision 	

- To liaise with other services as necessary to assist in determining the most appropriate provision to meet pupils SEN needs
- To keep up to date with the developments of national SEN policy
- To keep accurate files and records
- To work as part of the SEN team the annual review of the school's SEND Information Report and SEND Policy, ensuring that they are published on the school's website and approved by the Governing Body.
- To plan for the needs of pupils with Special Educational Needs, in line with the code of Practice and the standards for SEND, including the use of the Blue Hills Tracking Software
- To assist within the team to ensure that parents are fully involved in the key processes and procedures of the Code of Practice (Sept 2014) and that they understand the targets for their children and the reasons for them.
- Maintain an up-to-date knowledge of specialist services and agencies who can support in the identification, assessment, planning and provision for students with SEND, and use these sources of support as appropriate.
- Support staff in other departments in understanding SEND issues, in particular how pupils with SEND learn and how to use this information to inform their practice.

The outcomes that are associated with this element are to ensure that pupils with SEND will:

- Develop the qualities necessary to succeed in mainstream education, namely persistence, risk-taking, concentration, organisation and resilience in the face of setback.
- Make demonstrable progress over time.

The outcomes that are associated with this element are to work as part of a team with Curriculum Leaders who:

- Are consistent in their practice in providing for pupils with SEND.
- Share good practice with other subject leaders.
- Act as role models in teaching pupils effectively.
- Act as role models in managing pupils effectively.

Impacting on educational progress of pupils beyond those assigned to the teacher

The tasks associated with the role of **Additional Needs Support Officer** are specifically to:

- Engage in timely and regular meetings with all key stakeholders and young people to review progress.
- Regular tracking and monitoring of pupil progress which will feed into a 'wave-model' for intervention that will be ongoing and rolling throughout the year.
- Set up collaborative and holistic working relationships with pastoral teams to ensure the mental, social and emotional needs of SEND pupils are met.

The outcomes that are associated with this element are to contribute to SEND with specific reference to pupils with a diagnosis of ASC, ADHD, ESMH and pupils who are LAC so that pupils on the SEND register will:

- Achieve the highest possible standards in public examinations.
- Progress to the next stage of their education with confidence and enthusiasm.
- Understand how to improve their studies.

- Know their academic targets and understand what it means to improve.
- Know their learning targets and what they need to do to improve.
- Contribute to the maintenance of a purposeful working environment.

The outcomes that are associated with this element are that SEND staff will:

- Work together as a team with shared aims.
- Support the aims of the school and understand how their team role relates to the school's aims.
- Keep parents well informed about their child's achievement and ensure that all information sent to parents is of a high standard.

Monitoring and accountability:

The tasks associated with the role of **Additional Needs Support Officer** are specifically to:

- Respond to other adults and agencies that require up to date information about the school's SEND policy and practice, presented in a concise and accurate manner.
- To be present during open evenings/day events at school to provide parents information about SEND policy and practice
- Evaluate annually the quality of the school's response to assessed need, particularly the extent to which SEND students make progress; use a wide range of data to conduct this evaluation.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

APPENDIX 8 – Additional Needs Parent/Carer Liaison Leader



Woodchurch High School
A Church of England Academy



Post Title:	Additional Needs Parent/Carer Liaison Leader
Overall Responsibility:	<ul style="list-style-type: none"> To communicate effectively with parents/carers regarding their child's progress socially, emotionally and academically
Reporting to:	Headteacher / Governors
Liaising with:	Assistant Headteacher – Pastoral / PPL's / APPL's / CL's
Disclosure level:	Enhanced DBS
<p>The tasks associated with the role of Additional Needs Parent/Carer Liaison Leader are specifically to:</p> <ul style="list-style-type: none"> To communicate effectively with parents/carers regarding their child's progress socially, emotionally and academically To be involved on a daily basis and updates with pupils/parents to ensure stability, confidence and continuity To network with a variety of services, agencies and providers to gather information in order to support the family to make well informed choices, including parent support services. To regularly communicate with the whole school SEN Team, reporting issues, meeting deadlines and feeding back to help inform further development To be part of the Transition Team ensuring the relevant provision is addressed <ul style="list-style-type: none"> To identify the pupils whose needs require specialist provision To liaise with other services as necessary to assist in determining the most appropriate provision to meet pupils SEN needs To keep accurate files and records To work as part of the SEN team To plan for the needs of pupils with Special Educational Needs, in line with the code of Practice and the standards for SEND, including the use of the Blue Hills Tracking Software To assist within the team to ensure that parents are fully involved in the key processes and procedures of the Code of Practice (Sept 2014) and that they understand the targets for their children and the reasons for them. Maintain an up-to-date knowledge of specialist services and agencies who can support in the identification, assessment, planning and provision for students with SEND, and use these sources of support as appropriate. Support staff in other departments in understanding SEND issues, in particular how pupils with SEND learn and how to use this information to inform their practice. <p>The outcomes that are associated with this element are to ensure that pupils with SEND will:</p>	

- Develop the qualities necessary to succeed in mainstream education, namely persistence, risk-taking, concentration, organisation and resilience in the face of setback.
- Make demonstrable progress over time.

The outcomes that are associated with this element are to work as part of a team with Curriculum Leaders who:

- Are consistent in their practice in providing for pupils with SEND.
- Share good practice with other subject leaders.
- Act as role models in teaching pupils effectively.
- Act as role models in managing pupils effectively.

Impacting on educational progress of pupils beyond those assigned to the teacher

The tasks associated with the role of **Additional Needs Parent/Carer Liaison Leader** are specifically to:

- Engage in timely and regular meetings with all key stakeholders and young people to review progress.

The outcomes that are associated with this element are to contribute to SEND with specific reference to pupils on the SEND register will:

- Achieve the highest possible standards in public examinations.
- Progress to the next stage of their education with confidence and enthusiasm.
- Understand how to improve their studies.
- Know their academic targets and understand what it means to improve.
- Know their learning targets and what they need to do to improve.
- Contribute to the maintenance of a purposeful working environment.

The outcomes that are associated with this element are that SEND staff will:

- Work together as a team with shared aims.
- Support the aims of the school and understand how their team role relates to the school's aims.
- Keep parents well informed about their child's achievement and ensure that all information sent to parents is of a high standard.

Monitoring and accountability:

The tasks associated with the role of **Additional Needs Parent/Carer Liaison Leader** are specifically to:

- Respond to other adults and agencies that require up to date information about the school's SEND policy and practice, presented in a concise and accurate manner.
- To be present during open evenings/day events at school to provide parents information about SEND policy and practice

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

APPENDIX 9 – Inclusion Officer



Woodchurch High School
A Church of England Academy



Post Title:	Inclusion Officer
Band:	E
Overall Responsibility:	<ul style="list-style-type: none"> To undertake administrative, supportive and organisational processes within the school to assist with overall provision of Special Education Needs. To be responsible for the management and distribution of Pupil Profiles and the additional needs register. Contribute to the safeguarding and promotion of the welfare and personal care of children and young people.
Reporting to:	SEND Teaching & Learning Leader
Liaising with:	Headteacher / Governing Body
Principal Responsibilities :	
<p>Organisation</p> <ul style="list-style-type: none"> Deal with pupil matters, in particular parents, carers and support agencies Contribute to the planning, development and organisation of support service systems/procedures/policies that provide for pupils with SEN Organise meetings relating to SEN/LAC pupils, e.g. HCPs, annual reviews, etc. To assist with the organisation of school trips/events etc. for SEN pupils <p>Administration</p> <ul style="list-style-type: none"> Manage manual and computerised record/information systems Analyse and evaluate data/information and produce reports/information/data as required Undertake typing, word-processing, presentations and filing, in particular the management of Pupil Profiles, PEP's, HCPs, the annual review process and Additional Needs Register (generated from BromCom with some amendments) To be responsible for the correct entry of data to the MIS for SEN and LAC To organise meetings, liaising with outside agencies, parents and the Inclusion Team for LAC/SEN. Provide personal, administrative and organisational support to the Additional Needs staff. Maintaining Inclusion and School Diary up to date in Outlook Complete and submit returns etc., including those to outside agencies e.g. DFE, and Children's and Young Peoples Department (LA) Communication with SEN parents 	
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> Effective use of ICT and other specialist equipment/resources Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation Very good ICT skills (Outlook (email/calendar), Word (including mail merge, drawing tools), Excel (including graphs), PowerPoint, Paint, BromCom, all things Internet Ability to relate well to children and adults 	

<ul style="list-style-type: none"> • Work constructively as part of a team, understanding school roles and responsibilities and your own position within these • Ability to self-evaluate learning needs and actively seek learning opportunities
<p>Responsibilities</p> <ul style="list-style-type: none"> • Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person • Be aware of and support difference and ensure equal opportunities for all • Contribute to the overall ethos/work/aims of the school • Establish constructive relationships and communicate with other agencies/professionals • Attend and participate in regular meetings, both in school hours and at other times, in particular annual reviews and other meetings with parents and support agencies • Recognise own strengths and areas of expertise and use these to advise and support others • Undertake any other tasks required by the Headteacher as appropriate to this scale
<p>Health & Safety:</p> <ul style="list-style-type: none"> • Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. • Co-operate with the employer on all issues to do with Health, Safety and Welfare.
<p>Continuing Professional Development - Personal:</p> <ul style="list-style-type: none"> • Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available. • Maintain a professional portfolio of evidence to support the appraisal process – evaluating and improving own practice.
<p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>

APPENDIX 10 – HLTA Job Description



Woodchurch High School
A Church of England Academy



Post Title:	Higher Level Teaching Assistant
Overall Responsibility:	To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision involving planning, preparation and delivering learning activities for individuals/groups or short term, whole classes. To monitor, assess, record and report on pupils' achievement, progress and development.
Reporting to:	Headteacher/Assistant Headteacher Inclusion/Governors
Disclosure level:	Enhanced DBS
Christian Ethos :	To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England academy, securing its Mission Statement with all members of the academy community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.
<p>Specific Duties and Responsibilities</p> <p>1. Support for Pupils</p> <ul style="list-style-type: none"> • To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning • To establish productive working relationships with pupils, acting as a role model and setting high expectations • To promote the inclusion and acceptance of all pupils within the classroom to develop and implement IEPs • To support pupils consistently whilst recognising and responding to their individual needs • To encourage pupils to interact and work co-operatively with others and engage all pupils in activities • To promote independence and employ strategies to recognise and reward achievements of self-reliance • To provide feedback to pupils in relation to progress and achievement <p>2. Support for Teachers</p>	

- To produce lesson plans, worksheets, plan challenging teaching and learning objectives, evaluate and adjust lesson/work plans as appropriate within an agreed system of supervision
- To monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives

- To provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- To record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- To work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- To support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- To administer and assess/mark tests and invigilate exams/tests

3. Support for the Curriculum

- To deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- To deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- To use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- To liaise with departments/Management regarding enrichment and enhancement of the curriculum
- To select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural activities
- To advise on appropriate deployment and use of specialist aid/resources/equipment

4. Support for the School

- To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- To contribute to the overall ethos/work/aims of the school
- To establish constructive relationships and communicate with other agencies /professionals, in liaison with the teacher, to support achievement and progress of pupils

- To take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- To deliver out of school learning activities within guidelines established by the school
- To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

5. Line Management Responsibilities

- To substitute for the Inclusion Co-ordinator in the organisation of absence of Teaching Assistants
- To organise for the induction of new staff and supply staff including monitoring of probationary periods
- To have responsibility for the management of small teams of TA's including absence, probationary periods, performance management and training and development
- To liaise between managers/teaching staff, teaching assistants and a multi-disciplinary staff
- To hold regular team meetings with managed staff
- To represent teaching assistants at teaching staff/management/other appropriate meetings
- To undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants
- To assist in the management of budgets, resources/systems as required
- To be responsible for the management of trips/visits as required
- To be available to attend meetings out of normal school hours as required

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

APPENDIX 11 – Job Description TA1



Woodchurch High School
A Church of England Academy



Post Title:	Teaching Assistant Level 1
Overall Responsibility:	<ul style="list-style-type: none"> Contribute to the safeguarding and promotion of welfare and personal care of children and young people Child Protection Policy and Social and Emotional Aspects of Learning. Contribute to the overall ethos/work/aims of the school. Appreciate and support the role of other professionals. Attend relevant meetings and other after school activities as required. Participate in training and other learning activities and performance development as required.
Reporting to:	Headteacher / Governors
Liaising with:	Teaching Staff, HLTAs and TA –Level 3
Disclosure level:	Enhanced DBS
Christian Ethos :	To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England Academy, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential
Principal Responsibilities :	
<ul style="list-style-type: none"> To work under the guidance of staff to support access to learning for pupils and provide general support to the teacher in the management of pupil behaviour and learning With guidance to promote pupils learning, independence and well being within a safe and secure environment To deliver high quality 1-1 or small group support using structured interventions under the guidance of the teacher. To establish positive working relationships with pupils by acting as an outstanding role model. To ensure there is full knowledge of the documentation relating to individual pupils SEND and be conversant with strategies for support. To contribute to and use Pupil Profiles as a working document to inform support and practice To work with designated staff to promote the inclusion and acceptance of all pupils in lessons and around school including extra-curricular activities. To assist in the differentiation of tasks To add value to what the teacher does in ensuring the learning of specific individuals and groups of pupils is enhanced through positive interventions 	

- To promote reasonable adjustments for pupils with SEND to ensure pupils have equal access and opportunities to participate, learn and progress in lessons.
- To liaise with subject staff and be fully prepared for the classroom role (regarding daily/weekly programmes of study) and Schemes of Work in order to ensure access of pupils to the curriculum.
- To help pupils develop independent learning skills and manage their own learning .
- To assist in adjusting the pace and timing of activities to aid learning and understanding
- To understand the objectives and outcomes of the lesson in order to engage pupils and ensure they are effectively reviewing their learning.
- To ensure effective use of study time to enable pupils to consolidate learning and/or complete outstanding homework
- To provide feedback either written or verbal on pupil needs and progress in lessons as required ie TA feedback sheets, Home-School diaries etc...
- To meet the physical/medical needs of pupils according to a pupils individual Health Care plan and /or Pupil Profile while encouraging independence.
- To assist in the supervision of pupils on trips and Enrichment activities.
- To contribute and support pupils with SEND during Work Experience activities.
- To encourage good personal hygiene and assist, if necessary with self help skills eg. physical medical needs as stipulated in individual plans
- To assist with tasks within the schools assessment procedures as required
- To contribute to Annual Reviews of Statements/Education Health Care Plans.
- To work within the schools Teaching and Learning policy and guidance to help ensure positive learning outcomes for all pupils.
- To assist under the guidance of the teacher with the organisation of lessons including the setting out of materials for lessons.
- To assist in the supervision of pupils during unstructured times
- To attend early morning faculty meetings.

Other Specific Duties:

- To be familiar with and follow school policies and procedures including daily correspondence
- In particular to be familiar with the school SEND policy and SEND offer
- To adhere to a professional dress code as identified within school policy and guidance.
- To assist in the general supervision of pupils during breaks and lunchtimes
- To provide general assistance during Form Tutor time under the guidance of the Form Tutor with administration, Collective Acts of Worship and Mentoring.
- To be a proactive member of Faculties
- To attend relevant professional development and training to develop knowledge.
- To attend meetings as required
- To promote Health and Safety procedures and policies
- To promote all School and Christian policies of the school.

- To participate in the school CPD and Appraisal system.
- **Designated Staff includes Teaching Staff, HLTAs and TA –Level 3**

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

APPENDIX 12 – Job Description TA2



Woodchurch High School
A Church of England Academy



Post Title:	Teaching Assistant Level 2
Overall Responsibility:	<ul style="list-style-type: none"> Supporting and delivering learning
Reporting to:	Teaching Staff, HLTA's, TA3's
Liaising with:	
Disclosure level:	Enhanced DBS
Christian Ethos:	To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England Academy, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.
Principal Responsibilities :	
<p>Key Role/ Functions To work under the instruction/ guidance of teaching/senior staff to undertake work /care/support programmes, to enable access to learning for pupils, and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.</p> <p>Specific Duties and Responsibilities – TA2</p> <p>1. Support for Pupils</p> <ul style="list-style-type: none"> To promote pupils' development in a safe, secure , challenging environment To have regard for the safety and well being of the pupil at all times To meet the physical/medical needs of the pupil according to a pupil's individual care plan whilst encouraging independence wherever possible. Medical needs include the administration of medicines by mouth or other medical procedures provided appropriate training has been given by an appropriate person. To develop an understanding of the pupil's specific needs in order to help them learn as effectively as possible To participate in pupils' play and extend and stimulate language through conversation To focus on individual pupils to ensure their needs are being met within the group. To encourage inclusion within the classroom To display pupils' work to reflect their achievement To encourage good personal hygiene and assist with necessary self help skills (feeding, toileting, dressing etc.) To encourage pupils to interact with others and engage in activities led by the teacher To assist in the supervision of pupils on outings and visits <p>2. Support for Teachers</p> <ul style="list-style-type: none"> To liaise with teachers regarding the daily/weekly programme of activities and events To work with other staff delivering Individual Education and Health Care Plans 	

- To set out, prepare, use, tidy and clean equipment after use. Assist in the general preparation and tidying of the classroom
- To gather information from parents/carers as requested
- To assist parents working in schools
- To be aware of pupil problems/progress/achievements and report to the teacher as agreed
- To support pupil record keeping as requested
- To provide clerical support e.g. photocopying, filing, receiving and passing money to the school secretary
- To work within established disciplinary policy to anticipate and manage behaviour constructively, promoting self control and independence

3. Support for the School

- To work alongside other professionals in assessing children's progress/needs
- To attend appropriate staff meetings as required
- To support parents working in schools
- To assist with the general supervision of pupils during breaktimes and/or when required
- To work as a member of the staff team in all relevant activities to develop the school
- To ensure knowledge of all whole school policies and implement them as relevant to their role in the life of the school, promoting the ethos of the school
- To be aware of all Health & Safety issues
- To assist with the general supervision of pupils during breaktimes and/or when required
- To treat all information relating to a pupil as strictly confidential, and refer all enquiries, other than from professional, to the Headteacher
- To support and encourage students on Childcare courses, Work Experience etc.
- To be a proactive member of the school and class team
- To attend relevant professional development to update knowledge

4. Support for the Curriculum

- To prepare and undertake specific activities and supporting pupils to understand instructions and in respect of any learning strategies
- To support pupils in using basic ICT as directed, developing pupil's competence and independence in its use
- To set out, prepare and maintain equipment, indoors and outdoors

GENERAL

- The Teaching Assistant may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

APPENDIX 13 – Job Description TA3



Woodchurch High School
A Church of England Academy



Post Title:	Teaching Assistant Level 3
Overall Responsibility:	<ul style="list-style-type: none"> Supporting and delivering learning
Reporting to:	Teaching Staff, HLTA's,
Liaising with:	
Disclosure level:	Enhanced DBS
Christian Ethos:	To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England Academy, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.

Principal Responsibilities :

Key Role/Functions

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. (3 days maximum). The primary focus will be to maintain good order and to keep pupils on task. In providing cover supervision Teaching Assistants will need to respond to questions and generally assist pupils to undertake set activities.

Specific Duties and Responsibilities – TA3

1. Support For Pupils

- To support pupils' development and promote independence in a safe, secure, challenging environment employing strategies to recognise and reward achievement of self-reliance
- To support the learning of individuals and groups of pupils as identified in the weekly curriculum planning and to act as a role model, setting high expectations
- To focus on individual pupils to ensure their needs are being met within the group
- To work with other staff to develop and implement the IEPs for pupils
- To encourage pupils to interact and work co-operatively with others
- To observe, record and support the development and progress of pupils to identify individual needs and difficulties and to feed back to pupils in relation to their progress and achievement

- To promote the inclusion and acceptance of all pupils within the classroom
- To encourage good personal hygiene and assist with necessary self help skills (feeding, toileting, dressing, etc)
- To meet the physical/medical needs of the pupil according to a pupil's individual care plan whilst encouraging independence wherever possible. Medical needs include the administration of medicines by mouth or other medical procedures provided appropriate training has been given by an appropriate person.

2. Support For Teachers

- To plan with teachers the daily/weekly programme of lessons, activities and events in order to support pupils and adjust lessons/work plans as appropriate
- Occasional supervision of the class in the course of short term absences of teachers, focusing on maintaining good order and to keep pupils on task under the guidance of teaching staff and within an agreed system of supervision
- To liaise with other professionals to ensure an appropriate learning environment
- To set out, prepare, use and tidy equipment
- To promote home school partnerships
- To listen, support and discuss issues sensitively with parents and carers under the teacher's supervision and to participate in feedback sessions/meetings with parents
- To monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- To provide objective and accurate feedback and reports as required to the teacher on pupil achievement progress and other matters ensuring the availability of appropriate evidence
- To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as required
- In class to undertake marking of pupils work as agreed with the teacher and accurately record achievement/progress
- To administer and assess routine tests and assist in the invigilation of exams/tests as agreed with the teacher
- To provide general clerical support, e.g. administer coursework, produce worksheets for agreed activities, etc.
- To work with an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

3. Support For The Curriculum

- To prepare, plan and manage specific activities/teaching programmes, adjusting activities according to pupils' responses/needs
- To set out and prepare equipment indoors and outdoors
- To implement local and national learning strategies, e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- To support the use of ICT in learning activities and develop pupils' competence and independence in its use
- To help pupils access learning activities through specialist support
- To determine the need for, prepare and maintain general and specialist equipment and resources

4. Support For The School

- To promote the policies and ethos of the school, e.g. personal and social and to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- To display pupils work to reflect their achievement
- To supervise pupils on outings and visits as required
- To attend staff meetings as required
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security and to refer all concerns to the Headteacher, receiving training where necessary from the school
- To treat all information relating to a pupil as strictly confidential, and to be aware of and comply with school policy and practice, receiving training where necessary from the school
- To support and encourage students on childcare courses, work experience, teaching practice, etc.
- To be a proactive member of the school and class team
- To establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils
- To provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- To undertake planned supervision of pupils' out of school hours learning activities
- To attend relevant courses and learning activities in order to update knowledge as required

- To take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects

GENERAL

- The Teaching Assistant may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post

Key Role/ Functions

To work under the instruction/ guidance of teaching/senior staff to undertake work /care/support programmes, to enable access to learning for pupils, and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Specific Duties and Responsibilities – TA2

1. Support for Pupils

- To promote pupils' development in a safe, secure , challenging environment
- To have regard for the safety and well being of the pupil at all times
- To meet the physical/medical needs of the pupil according to a pupil's individual care plan whilst encouraging independence wherever possible. Medical needs include the administration of medicines by mouth or other medical procedures provided appropriate training has been given by an appropriate person.
- To develop an understanding of the pupil's specific needs in order to help them learn as effectively as possible
- To participate in pupils' play and extend and stimulate language through conversation
- To focus on individual pupils to ensure their needs are being met within the group.
- To encourage inclusion within the classroom
- To display pupils' work to reflect their achievement
- To encourage good personal hygiene and assist with necessary self help skills (feeding, toileting, dressing etc.)
- To encourage pupils to interact with others and engage in activities led by the teacher
- To assist in the supervision of pupils on outings and visits

2. Support for Teachers

- To liaise with teachers regarding the daily/weekly programme of activities and events
- To work with other staff delivering Individual Education and Health Care Plans
- To set out, prepare, use, tidy and clean equipment after use. Assist in the general preparation and tidying of the classroom
- To gather information from parents/carers as requested
- To assist parents working in schools
- To be aware of pupil problems/progress/achievements and report to the teacher as agreed
- To support pupil record keeping as requested
- To provide clerical support e.g. photocopying. filing, receiving and passing money to the school secretary
- To work within established disciplinary policy to anticipate and manage behaviour constructively, promoting self control and independence

3. Support for the School

- To work alongside other professionals in assessing children's progress/needs
- To attend appropriate staff meetings as required
- To support parents working in schools
- To assist with the general supervision of pupils during breaktimes and/or when required
- To work as a member of the staff team in all relevant activities to develop the school
- To ensure knowledge of all whole school policies and implement them as relevant to their role in the life of the school, promoting the ethos of the school
- To be aware of all Health & Safety issues
- To assist with the general supervision of pupils during breaktimes and/or when required
- To treat all information relating to a pupil as strictly confidential, and refer all enquiries, other than from professional, to the Headteacher
- To support and encourage students on Childcare courses, Work Experience etc.
- To be a proactive member of the school and class team
- To attend relevant professional development to update knowledge

4. Support for the Curriculum

- To prepare and undertake specific activities and supporting pupils to understand instructions and in respect of any learning strategies
- To support pupils in using basic ICT as directed, developing pupil's competence and independence in its use
- To set out, prepare and maintain equipment, indoors and outdoors

GENERAL

- The Teaching Assistant may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

APPENDIX 14 – Job Description Designated Teacher for CLA



Woodchurch High School
A Church of England Academy



Post Title:	Designated Teacher for Looked After Children
Reporting to:	Governors / Headteacher / Assistant Headteacher
Liaising with:	SEND T & L / Social Inclusion Officer / HLTA
Disclosure level:	Enhanced DBS
Christian Ethos:	To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England Academy, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.
Principal Responsibilities :	
<p>The designated teacher has a leadership role in promoting the educational achievement of every looked after child on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every looked after child matters and their personal emotional and academic needs are prioritised.</p> <p>The designated teacher should have lead responsibility for helping school staff to understand the things which can affect how looked after children learn and achieve. Everyone involved in helping looked after children achieve should :</p> <ul style="list-style-type: none"> ● Have high expectations of looked after children's involvement in learning and educational progress. ● Be aware of the emotional, psychological and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences. ● Understand the reasons which may be behind a looked after child's behaviour, and why they may need more support than other children but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving. ● Understand how important it is to see looked after children as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers. ● Appreciate the importance of showing sensitivity about who else knows about a child's looked after status. ● Appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential. 	

- Have the level of understanding of the role of social workers, virtual school heads (or equivalent) and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child.

In promoting the educational achievement of looked after pupils the designated teacher should:

- Contribute to the development and review of whole school policies to ensure that they do not unintentionally put looked after children at a disadvantage.
- Make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a looked after child's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve.
- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education.
- Promote a culture in which looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and re supported to take responsibility for their own learning.
- Be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after.
- Make sure the school make full use of Assessment for Learning (Afl) approaches to improve the short and medium term progress of looked after children and help them and their teachers understand where they are in their learning, where they need to go and how to get there.
- Make sure that looked after children are prioritised in any selection of pupils who would benefit from one to one tuition and that they have access to academic focused study support.
- Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers. In particular, they should make sure that carers understand the potential value of one to one tuition and are equipped to engage with it at home.
- Have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary.
- Provide an annual report to the Governing Body.
- Meet regularly with PPL's to liaise on progress and strategies.
- Meet regularly with the Headteacher to report on pupils progress and develop practise.

The role of the designated teacher in developing the personal education plan (PEP) :

- All looked after children must have a PEP as part of their overall care plan. The PEP should be sent to the designated teacher when the child becomes looked after or joins the school.
- The PEP is a shared document which includes the information that everyone needs to help their conversations, planning and the delivery of strategies

required to make sure the child gets the support and provision needed to succeed.

- The designated teacher leads on how the PEP is used as a tool in school to make sure that child's progress towards education targets is monitored.

For each statutory review of the care plan the PEP must include :

1. Any new information about progress towards education targets since the last PEP review.
2. Information about what has not been taken forward.

- The designated teacher has a key role in helping looked after children make a smooth transition to their new school or college, including making sure there are effective arrangements in place for the speedy transfer of information.

The relationship of the designated teacher to others beyond the school:

- The designated teacher has a key role in making sure there is a central point of initial contact within the school who can manage the process of how the school engage with others (eg social workers, virtual school heads), works in a joined up way and minimises disruption to the child's education.
- The designated teacher should make sure that:
 1. There is an agreed process in place for how the school works with others in focusing on how everyone contributes to promoting the child's educational achievement.
 2. School policies (eg around Home School Agreements) are communicated to social workers and carers.
 3. The school does everything possible to maximise educational stability for the child, especially by finding ways of sharing information through the PEP and in providing advice to the local authority about the impact of disrupting education.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.



Post Title:	EAL and Literacy Support Co-ordinator
Overall Responsibility:	To lead, manage and work collaboratively with mainstream teachers and the wider SEND and EAL team to ensure effective provision for pupils with English as an additional language and those with low levels of literacy.
Reporting to:	Assistant Headteacher/ Headteacher
Liaising with:	Teaching Staff/ Support Staff/ Curriculum and Pastoral Leaders/ SENDCO/ Assistant Headteacher/ Headteacher
Disclosure level:	Enhanced DBS

Christian Ethos: To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England Academy, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential.

Main Responsibilities :

- To coordinate effective baseline assessments which result in accurate information on pupils' learning profiles and needs
- To use all available information to inform pupil profiles, including enhanced profiles for pupils with English as an additional language and communicate these effectively across the school
- To ensure that baseline assessments, profiles and effective resourcing and training informs effective planning and provision across the school
 - To provide staff with clear direction in regard to supporting pupils through appropriate resources
 - To monitor pupils' progress and maintain up to date progress data
 - To identify appropriate pupils for relevant intervention programmes without narrowing the curriculum;
 - To monitor pupils progress and the planning and delivery of intervention
 - To evaluate the impact of intervention programmes delivered each term
 - To regularly communicate progress data with English teachers and staff across the curriculum through appropriate forums to inform planning
 - To plan, lead and monitor the delivery and support by teaching and non teaching staff in and out of the classroom
 - To regularly update parents and relevant middle and senior leaders on pupil progress.
- To develop knowledge and keep abreast of external strategies advising senior leaders and Governors how to respond, developing links between EAL support and national initiatives.
- To develop and maintain links with parents to meet the needs of EAL students in order to ensure that educational achievement and personal development are maximised.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Temporary Additions wef 1.2.24 (Review in July 2024)

- **To lead by example securing high levels of achievement for students with SEND so that they achieve and develop in line with all students.**
- **To assist the SENDCo and wider Team in monitoring the progress of pupils with SEND across the school.**
- **To provide professional leadership and learning opportunities to staff which secures improved standards of teaching, learning, inclusion and achievement for students with SEND.**
- **To support the SENDCo. in writing appropriate and effective new tiered Pupil Profiles**