Woodchurch High School

A Church of England Academy

SEND Policy
(Special Educational Needs and Disability)

Draft produced Spring 2 2025

(To be reviewed annually)

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

Titus 3:14

THE CHURCH
OF ENGLAND
Diocese of Chester

1. Key members of staff with responsibility for SEND

Mr M Canham – Headteacher
Mr T Smith – Link Governor for SEND

In partnership with:

Miss F Tynan - SENCo
Mr A Smith – Assistant Headteacher – Lead Professional for Pastoral Welfare and Inclusion
Mrs S Goddard – Additional Needs Parent/Carer Liaison Leader
Mr P Joplin – Designated Teacher CLA/DSL
Mr G Simpson – Social Inclusion Officer
Mrs R Miller – Additional Needs Support Officer
Ms C Goaten - SEND Teaching & Learning Lead
Mr D Roberts- Additional Needs Support teacher
Ms D Murphy - Assistant Teaching & Learning Lead

2. The school's vision, objective and aims

Our SEND policy and information report aims to:
- Set out how our school supports and serves pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of the staff in our school who are serving the needs of our children

At Woodchurch High school, we believe every pupil has the God-given right to make the most of their gifts and talents, flourishing in our community.
We want every pupil to, "let their light shine", being the best version of themselves. We aim to support staff so that they are confident in being able to serve our pupils effectively. We want to support pupils so that they are confident, resilient, self sufficient learners.

The school's SEND Base is classed as a 'virtual base' and we promote rigorous integration into mainstream lessons. Our Base is primarily for pupils with Autistic Spectrum Condition. This ensures that pupils have the greatest access to mainstream teaching to support academic and social progress.

3. Legislation and Guidance.

This policy and the SEND Information Report are based on the statutory
- Special Educational Needs and Disability Code of practice
- Part 3 of the Children and Families Act 2014 (which outlines schools' responsibilities for serving pupils with SEND)
- The Special Educational Needs and Disabilities Regulations 2014 (which outlines schools' responsibilities for Education, Health & Care plan (EHCPs), SEND Coordinators (SENDCos) and the SEND Information Report

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which means that additional provision needs to be made for them to allow them to have the same social and learning opportunities as those pupils who do not have SEND.

We are aware that additional needs can be transient and that pupils may develop SEND at any point.

They have a learning disability (or disability) if they have:

- A significant greater difficulty in learning that the majority of others of the same age
- A disability which prevents or disadvantages pupils from accessing learning and other opportunities provided by mainstream educational settings.

Our provision is adapted to support and meet the needs of our pupils.

We recognise the four areas of SEND and how they may manifest in school

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Area of SEND	Examples of this which may be viewed in school
Communication and interaction	Core Communication Skills: ● Active Listening: Issues paying close attention to what others are saying, understanding their perspective, and responding thoughtfully. ● Verbal Communication: An inability to effectively express oneself through spoken language, including clarity, organisation, and appropriate tone. ● Written Communication: Issues communicating effectively through written words, including emails, reports, and other forms of documentation. ● Visual Communication: Issues using visuals like charts, graphs, and images to convey information effectively. ● Reading: Issues understanding the written word, poor knowledge of phonics and/or understanding words. Interpersonal Communication: ● Empathy: Struggling to understand and share the feelings of others, fostering trust, connection and rapport. ● Assertiveness: An inability to communicate needs and opinions clearly and respectfully, without being overly aggressive or passive.

- **Attention and Listening:**
  Struggling to pay attention to the speaker and actively listening to understand the message.
- **Clarity and Organisation:**
  Struggling to present information in a clear, concise, and organised manner to ensure effective communication.

Specific Communication Challenges and Needs:

- **Communication Difficulties:**
  Our children may struggle with speech, language, and communication needs, requiring tailored support and strategies.
- **Speech Sound Disorders:**
  Pupils may have difficulty producing speech sounds accurately, potentially impacting communication ability.
- **Changes in Behaviour:**
  We may observe changes in behaviour as a form of communication
- **Communicating Desires as Demands:**
  Pupils may struggle to recognise and address situations where needs are expressed as demands, potentially leading to conflict.
- **Confidence in Communication:**
  Pupils may struggle to build confidence in expressing themselves and engaging in conversation.

Interaction Needs:

- **Social Skills:**
  There may be challenges with understanding social cues, initiating and maintaining conversations, or engaging in social interactions.
- **Communication:**
  Pupils may have difficulties with expressing thoughts and ideas, understanding others, or using effective communication strategies.
- **Emotional Regulation:**
  Pupils may have difficulty managing emotions, understanding others' emotions, or responding appropriately to social situations.
- **Behavioural Challenges:**
  There may be difficulty with following rules, managing impulses, or engaging in appropriate behaviours in our mainstream community
- **Independence:**
  There may be difficulty with self-care tasks, completing tasks independently, or making decisions.

Cognition and learning	- Specific Learning Difficulties: These include conditions like Dyslexia (reading/understanding words and letters), Dyspraxia (motor coordination), and Dyscalculia (maths). - Attention and Concentration Difficulties: Pupils may struggle to focus, maintain attention, or concentrate on tasks. - Memory Issues: There may be difficulty remembering information, recalling facts, or retaining previously-taught material. - Sequencing and Organisation: Pupils may have problems with understanding or following sequences, steps, or instructions, and difficulty organising thoughts and ideas. - Problem-Solving: There may be challenges in identifying problems, finding solutions, or applying knowledge to solve problems. - Language Processing: There may be difficulties with understanding or using language, including reading comprehension, vocabulary, or grammar. - Perception and Sensory Processing: There may be difficulty processing sensory information or interpreting environmental stimuli.
Social, emotional and mental health needs	Difficulties Managing Emotions: - Emotional Outbursts: Pupils may have frequent or intense anger, frustration, or sadness/mood swings. - Anxiety: Pupils could present with excessive worry, fear, or nervousness, potentially leading to work-avoidance behaviors - Depression: Pupils could present with persistent sadness, loss of interest in school and/or learning, or difficulty experiencing pleasure. - Mood Swings: We could observe rapid and significant shifts in mood, making it difficult to predict behaviours. - Difficulty with Self-Regulation: Pupils could struggle to control impulses, emotions, or behaviors. - Difficulties in Relationships: Pupils could have difficulty forming or maintaining friendships, or feeling lonely or disconnected from our community - Attachment Difficulties: Pupils could struggle to form secure and trusting relationships with staff - Lack of Empathy: Pupils could present with difficulty understanding or sharing the feelings of others. - Poor Communication Skills: Pupils could struggle to express their needs or understand others' perspectives. - Difficulties in Learning and Engagement: Withdrawn or Disengaged Behaviour: Pupils could appear uninterested, apathetic, or disengaged from learning activities. - Disruptive Behaviour: Pupils could present being defiant, or

	having difficulty following rules.
	● Low Self-Esteem: Pupils could feel inadequate, worthless, or lacking confidence. ● Difficulty with Focus and Attention: Pupils could struggle to concentrate, stay on task, or follow instructions. Other Behaviours Indicating SEMH Needs: ● Self-Harm: Pupils may engage in behaviours that cause physical harm to themself. ● Substance Abuse: Pupils could turn to drugs or alcohol to cope with difficult emotions. ● Truancy or Vandalism: Pupils may truant from school and/or individual lessons or engage in destructive behaviour. ● Eating Disorders: Pupils may experience issues with food intake or body image.
Sensory and/or physical needs	Sensory and physical needs encompass a wide range of conditions affecting how our individuals perceive and interact with the school community, including sensory impairments like vision or hearing loss, and physical limitations impacting movement and coordination. Sensory Needs: ● Visual Impairments: These range from partial vision loss (low vision) to complete blindness, affecting a pupil's ability to see clearly or at all. ● Hearing Impairments: This includes conditions like deafness and hearing loss, impacting the ability to process sound. ● Sensory Processing Difficulties: Some pupils may struggle to process sensory information, such as being overwhelmed by loud noises or bright lights, or seeking excessive sensory input. ● Other Sensory Impairments: These can include reduced spatial awareness, difficulty with balance, or heightened sensitivity to touch, taste, or smell. Physical Needs: ● Motor Skill Difficulties: This can involve challenges with fine motor skills (like writing or buttoning clothes) or gross motor skills (like walking or running). ● Mobility Issues: Some pupils may have difficulty moving around independently, potentially requiring assistive devices like wheelchairs or walkers. ● Coordination Problems: This can manifest as clumsiness or difficulty with tasks

	requiring precise movements. ● Fatigue and Endurance: Certain physical conditions can lead to increased fatigue and reduced endurance, impacting daily activities. ● Other Physical Limitations: These can include conditions affecting posture, strength, or stamina.

5. Roles and Responsibilities

a) Mr A Smith - Assistant Headteacher for Pastoral Care and Inclusion
● Line manage the day to day operation of the SEND Team
● To plan and implement effective strategies for ensuring that staff are planning for an adapting the curriculum to cater for the different academic profiles in their classrooms, including those pupils with Tier 1-4 SEND allocations
● To develop and enhance the knowledge and experience of SEND leaders and Teaching Assistants

b) Ms F Tynan - SENDCo
● Work with the Headteacher, Assistant Head teacher and SEND governor to determine the strategic development of the SEND provision in the school, in line with current SEND legislation and guidance
● Have day-to-day responsibility for the the school's SEND provision including the coordination of specific provisions made to support individual students with SEND, including those who have EHCPs
● Provide support and guidance to colleagues and work with staff, parents, and external agencies to ensure that students with SEND receive appropriate care, support and teaching
● Be the point of contact for external agencies where necessary
● To work with Mr Canham, Ms Griffiths and Mr Smith; alongside the transition team to support pupils in primary school as they look to move to our school
● Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
● Ensure the school keeps the records of all students with SEND up to date.
● Alongside pastoral teams and the attendance team, support SEND students to achieve good attendance by offering support and reasonable adjustments.
● Quality assure provision for students with SEND.

c) Mr Simpson - Social Inclusion Officer
● The role of the Inclusion Officer is to work closely with pupils with SEND and their families and to work with outside agencies and external services.
● The Inclusion Officer will support pupils with their learning and behaviour needs and provide enrichment activities and opportunities.
● They will champion Equality, Diversity and Inclusion, working as one within the Christian Ethos, Values and policies of the school.
● The tasks associated with the role of Social Inclusion Officer are specifically to promote inclusion so that pupils develop their full potential in school and beyond.
● Day to day management of the TA team, including leading weekly TA meetings and fortnightly meetings with the team of TA3 to ensure correct leadership is taking place

- Deliver an enhanced transition programme for SEND children going from year 6 to year 7 at Woodchurch, including information sharing process, facilitated pupil visits, and implementation of SEND induction week programme and evening for parents
- Enrichment offer for SEND pupils, including sporting activities ands after school clubs, and an annual residential trip for complex SEND pupils

d) Mrs Goaten - SEND Teaching & Learning Lead

- Lead regular staff training to improve, lead and share with colleagues across the curriculum at KS3/4 effective teaching strategies to promote the highest achievements of SEND pupils.
- Have knowledge and understanding of how to support stretch and challenge students with SEND
- 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.
- 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 e.g. attending annual reviews (as required).
- Plan and deliver SEND briefings as directed.
- Play a leading role in closing the gaps in achievement between SEND pupils and others in the school.
- Assist in the Leadership and further training of TA's

d) Mr D Roberts

- Identify and adopt the most effective teaching approaches for pupils with SEND to provide consistently high quality teaching
- Monitor Teaching and Learning activities to meet the needs of pupils with SEND
- Identify and teach study skills that will develop pupils' ability to work independently
- Liaise with other schools to ensure the continuity of support and learning when transferring pupils with SEND
- Plan and deliver effective sessions for small groups of pupils with SEND
- Support and monitor the delivery of the Behaviour Curriculum, helping pupils to understand how to flourish in a school.
- Work closely with Teachers and Teaching Assistants in ensuring suitably differentiated material and learning pathways are provided to challenge pupils.
- Support SEND teaching and learning within the Maths department, offering SEND CPD to teaching staff
- Prepares and deliver Annual Reviews
- Provides mentoring for SEND pupils

e) Ms D Murphy
- Provide SEND teaching and learning support in Humanities
- To support the SENDCo with data and action planning within the Humanities faculty
- Delivers ASDAN RS for vulnerable learners
- Leads Humanities SEND CPD

● Lead by example in securing high levels of achievement for students with SEND
● Work as part of the wider transition team to ensure pupils with SEND settle well and have access to relevant support from the outset
● Assist the SENDCo and wider team in monitoring the progress of pupils with SEND
● Provide professional leadership and learning opportunities to staff to improve teaching, learning, and inclusion for students with SEND
● Lead on the completion and submission of pupil funding agreements to the local authority.
● Lead on and complete documentation for annual reviews
● Collaborate with teachers and support staff to implement effective strategies for students with SEND
● Work closely with the SENDCo and other stakeholders to ensure the needs of students with SEND are met
● Provide guidance and support to staff on best practises for teaching students with SEND

g) Mr T Smith - SEND Governor
- Monitor and challenge the effectiveness of the SEND provision in our school
- Work with the Headteacher and Assistant Head teacher to determine the strategic development of the SEND Policy, SEND Information Report and the SEND provision in the school

h) Class teachers
- All classroom teacher are teachers of SEND and are expected to use the school's signature strategies, Pen Portraits and Pupil Profiles to meet the needs of our pupils, providing the highest quality service for our pupils
- To be responsible for the progress and development of pupils in their classroom
- Work closely and directing Teaching Assistants to support learning in the classroom

i) 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 SENDCo and Additional Needs Support Teacher 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.

h) 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. Teaching Assistants are also attached to faculty areas to enhance subject knowledge.

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 any class activities that may be taking place.   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 adapted 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
- 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.

6. SEND Information Report
This should be read alongside the school's SEND policy
The SEND information report details the school's additional and/or modified provision for a range of needs including:
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- Communication and interaction; for example, autistic spectrum condition, speech and language difficulties.
- Cognition and learning; for example, Dyslexia, Dyscalculia, Processing Delay.
- Social, emotional and mental health difficulties; for example, attention deficit hyperactivity disorder (ADHD), school-based anxiety, emotional -based school avoidance
- Sensory and/or physical needs; for example, visual impairments, hearing impairments, processing difficulties.
- How the school identifies pupils with SEND and how to assess their needs
- How we consult and involve pupils and parents
- How we assess and review pupil progress
- How we support pupils during transition from their primary school and from our school to prepare for adulthood
- Our approach to support our pupils, including adaptations to the curriculum and learning environment
- Examination Access Arrangements
- The school's specialist equipment and facilities
- How we evaluate the effectiveness of our SEND provision
- How we work with other agencies
- The school complaints policy

7. SEND Register

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 Their needs can be met with ordinarily available provision and high quality, adaptive teaching
- 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

We also produce Pen Portraits for pupils who do not fall into the categories above. This aims to reduce barriers to learning and identify strategies to support High Quality teaching.

Pen Portraits are created for pupils who may have additional challenges in accessing mainstream learning. They detail background information about the pupils and strategies to support quality-first teaching.

As school, we have recognised that an increasing number of pupils have a diagnosis of SEMH (Social, Emotion and Mental Health). These children have additional challenges when accessing learning in a classroom.

To support these pupils, the school will:

- Provide training sessions via the SEND Briefings highlighting these pupils and giving holistic and individual strategies to support in the classroom.
- Provide training for Teaching Assistants detailing how best to support these pupils
- Provide training for staff on how to meet the additional needs of these pupils.

The school is aware that additional needs are transient and that pupils who enrol in Year 7 may not have any identified SEND.

Staff are encouraged to raise concerns, which are discussed at fortnightly Gateway meetings and the school will start the process for ADHD, ASC diagnosis through this process.

The school can also put in place Dyslexia and Dyscalculia screens as necessary and will liaise with SENAAT when more in depth work is needed.

8. Pupils Voice

The voice of the child is very important at Woodchurch High school. Only by listening to the views of our children can we hope to provide the highest level of service possible.

We ask the views and opinions of our children on a daily basis as we look to support, nurture and help children flourish.

On a termly basis we select groups of children and complete a structured Pupil Voice asking questions around Safeguarding, learning, their well being and their thoughts and feelings about the service we provide.

As a school, it is our responsibility to recognise the voice of the child and act upon it.

9a. Interventions

SEND interventions are designed and realised in order to support pupils with additional needs to increase progress and understanding, enabling greater access to the curriculum; supporting pupils to make progress towards outcomes in EHCPs.

These interventions are targeted and pupils are selected carefully so that the intervention is not wasted time. The outcomes of the intervention are reported to parents/carers as well as classroom teachers.

Social Skills, emotional support, physical skills, literacy and numeracy support, English and maths intervention, enrichment and support programmes. This list is not exhaustive.

9b. Monitoring interventions

Impact is measured using a variety of data including pupils voice, use of NGRT and NGST, attendance, behavioural data (a variety of sources) and any other relevant measuring tools.

The measuring tools are specific to the intervention.

Parental feedback, where appropriate, is also gathered.

Internal and external assessments are also used to gauge the impact.

10. Admission Arrangements

The admission of pupils into our community with additional needs or disabilities is in line with the Equality Act 2010. Admission, in the first instance, is arranged by application via the Local Authority.

As a school, we are committed to ensure that all pupils are treated equally, as members of our community with the same rights and social and educational opportunities.

We make reasonable adjustments in all areas of our community to promise inclusivity and equality.

11. Links with other policies and documents

This policy should be read in conjunction with:

- The SEND Information Report
- Behaviour Policy
- 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