



Wood End School

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SEND Inclusion Policy

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***‘Learning Together, Respecting Each Other’
‘Wood End School is an inclusive school and respects and
values the diversity of the community’***

Wood End School SEND Policy

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1. WOOD END'S VISION STATEMENT

'Learning Together, Respecting Each Other'

At Wood End School, the children are at the centre of everything that we do. We are a thriving, happy and forward-thinking school where everyone is equally valued and respected. As an inclusive and caring learning community, we believe that all our children are equal and should have full access to our broad and ambitious curriculum and to our rich variety of extra-curricular and personal development experiences. Wood End School has high expectations of all our children. We continually monitor and evaluate the needs of our pupils, providing them with the appropriate and necessary support, adjustments and resources to ensure that each can fulfil their highest possible potential.

2. COMPLIANCE

This Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015).

It will have due regard to legislation, including, but not limited to:

- Equality Act 2010: Equality Act 2010: (as updated by Technical Guidance for schools in England - last updated in Sept 23 and Jul 24)
- Children and Families Act 2014
- Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (January 2015)
- Hertfordshire Quality SEND Offer
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions (last updated July 2026)
- The National Curriculum in England Key Stage 1 and 2 framework document (last updated May 2015)
- Teachers' Standards (last updated Dec 2021)
- Safeguarding Policy
- Accessibility Plan
- Behaviour Policy

3. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The definition of Special Educational Needs, as outlined in the SEND Code of Practice, January 2015:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*

- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.*

4. CATEGORIES OF SEND FROM THE CODE OF PRACTICE (0-25) 2015

There are four broad categories of SEND as set out in the Code of Practice:

- **Communication and Interaction:**

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
- do not understand what is being said to them
- do not understand or have difficulty using social rules of communication

Children and young people with autism spectrum disorder (ASD), 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**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD).

Specific learning difficulties (SpLD), affects one or more specific aspects of learning, such as reading, spelling, writing and maths. Specific learning difficulties encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.

- **Physical and Sensory**

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment

5. DISABILITY

Many pupils and young people who have special educational needs may have a disability. Under the Equality Act 2010 – that is “...a physical or mental impairment which has a long-term substantial adverse effect on their ability to carry out normal day-to-day activities.” The Equality Act 2010 identifies that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision.

At Wood End School, we are committed to providing an environment that enables all our pupils with disabilities, full access to the School site and all areas of learning.

The School has an Accessibility Plan in place, this can be viewed on our [website](#)

6. MEDICAL CONDITIONS

At Wood End School, we recognise that children with medical conditions should be properly supported so that they can have full access to school life. Some children with medical conditions may have a disability and where this is the case, the School will comply with its duties under the Equality Act 2010.

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Where required, an Individual Healthcare Plan will be written to specify the type and level of support required to meet the medical needs of the pupil. Where the child also has SEN, their provision will be planned and delivered in a co-ordinated way with the Individual Healthcare Plan. Where the child has an EHC Plan (see paragraph 11), the Individual Healthcare Plan will be incorporated into the EHC Plan.

The School has a Policy for supporting pupils with medical conditions. Please ask in the school office for a copy if required.

7. AIMS and OBJECTIVES OF THIS POLICY

Wood End School is a fully inclusive community that welcomes, supports and celebrates all pupils. We believe that all pupils should have full access to our broad, high quality and ambitious curriculum and to the wide variety of extra-curricular and personal development opportunities that we offer.

Our dedicated, enthusiastic and caring staff, consistently work hard to give the very best education and opportunities, both academically, socially and emotionally, to all our children.

At Wood End School, we strive to meet the needs of pupils with SEND as follows:

- Ensuring to identify the needs of all children requiring SEND provision as early as possible.

- Regularly and consistently assessing the academic, social and emotional needs of all our pupils
- Making appropriate adjustments to provision to overcome all barriers to learning and ensure all pupils with SEND needs have full access to our Curriculum and all areas of school life.
- Having high expectations of all pupils so that they can all happily and confidently reach their individual potential.
- Enabling every pupil to take part in and contribute fully to school life, including extracurricular and personal development activities.
- Continuously monitoring children with SEND, which ensures that all necessary adjustments are planned, put in place and reviewed (Assess, Plan, Do, Review), enabling pupils to reach their full potential.
- Ensuring that pupils have a voice.
- Working in close partnership with parents and carers.
- Working in close partnership with outside agencies to support the needs and provision for pupils where appropriate, this is done in liaison with parents/carers.
- Ensure all staff have access to training and advice in order to develop understanding of the pupils' needs and to support their Quality First Teaching (see paragraph 9).
- Work with the Governing Body to enable it to fulfil its statutory duty.

8. IDENTIFICATION

Children with SEND needs may be identified by one of the following means:

- Discussions with parents: we have a close working relationship with our parents built upon mutual trust and respect. We encourage parents to speak to the class teacher or the SENCo, if they have any concerns or questions about their child's needs
- Discussions with a pupil's previous school/setting.
- Class teachers constantly monitor and assess the children in their class. If they observe that a child is making less than expected progress given their age and individual circumstances, or they have any concerns about a child's social and emotional needs, they will speak with the parents and the SENCo.
- Pupil progress meetings are held termly between the class teacher and the senior leadership team, (SLT), to review and discuss all pupils' attainment and progress in accordance with their individual circumstances.

9. HIGH QUALITY TEACHING

All children at Wood End School are supported through 'Quality First Teaching', which the 0-25 SEND Code of Practice explains as, 'high quality teaching that is adapted and personalised to meet the individual needs of the majority of children and young people'. The teachers plan quality first teaching to ensure lessons are adapted and accessible to all. High quality teaching, adjusted for individual pupils, is the first step in responding to pupils who may have SEND.

10.THE GRADUATED APPROACH TO SEND SUPPORT

Once it has been identified that ‘Quality First Teaching’ is not meeting the child’s needs, the School will take action to put further effective provision and adjustments in place. This SEND support will take the form of the ‘Graduated Approach’, which is a four-part cycle of: *Assess, Plan, Do and Review*.

Assess

When assessing a child’s needs: socially, emotionally or cognitively, input is sought from all staff who work with the child.

Assessment for learning takes place every day in each lesson by the class teacher and, where appropriate with input from the class teaching assistants. In addition, we use a range of assessments to gain a greater understanding of the child, their strengths and their needs. Parents, carers and the pupil are included in this process.

Plan

When children are identified as having an additional need or when they are not making the expected progress, the school will plan appropriate support and/or intervention. The support will be planned through identifying clear outcomes to be achieved and a review date will be set. Throughout this process, we greatly value the views of the parent, carer and pupil. All interventions, support and adjustments are documented by the class teacher.

Specialist Support

Specialist professionals may be contacted for support and advice when a child’s needs are considered more complex or specific. This involvement will always be done through consultation with the child’s parents or carer.

Any advice from outside professionals will be shared with the teaching and support staff.

Specialist professionals may include:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Specialist Advisory Teachers for the deaf
- Specialist Advisory Teachers for communication and autism
- Specialist Advisory Teachers for physical and neurological impairment
- Specialist Advisory Teachers, Early Years Team
- The Collett School Outreach
- Links Academy
- Harpenden Plus Partnership
- Families First Hertfordshire
- School Nursing Team

Do

When support or intervention is put in place the class teacher continues to be responsible for the child. The SENCo will work closely with the class teacher.

Review

When implementing any support or provision, the teaching staff will closely monitor and review its effectiveness in relation to the pupil's progress. This is done with direct reference to the outcomes set at the planning stage.

11. EDUCATION, HEALTH and CARE PLANS (EHC PLAN)

Most children with SEND will have their needs met within the mainstream school setting. However, if, despite high quality first teaching, and individualised, targeted SEN support, the child has not made the expected progress, the school and or parent/carer may request that the Local Authority assesses the child for an Education, Health and Care Plan.

Having a diagnosis (e.g. of Autism, ADHD, Dyslexia etc) or a medical need does not mean that a child should have or will qualify for an EHC Plan.

Throughout the assessment process, the SENCo will work closely with the parents. If the application for an EHC Plan is successful, the Local Authority will call a meeting for parents and the School, together with any professionals who are involved with the child. When the Education, Health and Care Plan is issued, the SENCo will oversee and co-ordinate the implementation and organise an annual review, where the pupil, parents/carers, class teacher and any professionals involved are invited to review the outcomes of the Plan and set new ones for the year ahead.

12. SEND RECORDS

All documents linked to children with SEND are kept securely on the Microsoft Sharepoint hard copies are stored securely in the SENCo's office.

All staff are aware of confidentiality and data protection.

Class SEND Folders

Each class teacher has a folder in which they keep all documents linked to the needs and provision of the children with SEND. These will include such documents as: class provision maps, learning plans, professionals' reports, EHCP documents. These folders are kept locked away due to data protection.

Whole Class Provision Maps

Class provision maps are produced termly by the class teacher. They record the interventions for groups or individual children. They list the adjustments and provision in place for our children with SEND.

Learning Plans:

When a child requires focussed, individualised outcomes, these are written on learning plans. The Learning Plan forms an important part of the 'Assess, Plan, Do, Review' cycle. They include the progress of the child, the previous provision, the future outcomes for the child and the provision to be put in place. A date is always set for a review. Learning Plans are discussed with the parent/carer and child.

Outside Professionals

Any report written by an outside professional, such as a speech and language therapist, occupational therapist or educational psychologist, is kept on the Microsoft SharePoint and a copy is given to the class teacher.

13. PARTNERSHIP WITH PARENTS AND PUPILS

At Wood End School, we believe that it is important to have a close working relationship with parents and families. We listen to the views, wishes and feelings of the child and their parents, understanding the importance of involving both as fully as possible in decisions about the school life of the child.

In doing, so this enables us to:

- Understand and focus on the child as an individual.
- Develop our knowledge of the child's strengths, needs and wishes.
- Make an earlier and more accurate identification and assessment of SEN.
- Implement the correct intervention and provision, tailoring it to the individual.
- Monitor the social and academic progress of the child.

Where outside agencies are involved, the SENCo will liaise closely with the parents and agency professionals.

For more information, parents are guided to the Local Authority Local Offer and the school's SEND Information Report (School Offer) which is published on the school's website.

Useful Links:

[Wood End School's SEND Information Report and Wood End School's Accessibility Plan](#)

[Hertfordshire County Council Local Offer](#)

Information about support and services for children and families in Hertfordshire.

[Delivering Special Provision Locally; St. Albans, Harpenden and Villages \(DSPL7\)](#)

Information about support and services for children and young people with special educational needs and disabilities.

14. TRAINING AND RESOURCES

Regular training opportunities are planned in house by the SENCo. Specific training is undertaken where required.

Training is also provided by the Outreach Services and specialist advisory teachers.

The SENCo regularly attends the Local Authority network meetings to keep up to date with local and national updates in SEND.

15. ROLES AND RESPONSIBILITIES

SEND Governor

Wood End has a dedicated Link Governor. The SEND Governor meets with the SENCo on a termly basis to discuss the strategic vision, issues and is a 'critical friend' to ensure SEND provision is of the highest quality. A termly report is then fed back to the Governing Body.

The SENCo is responsible for:

- Reviewing the school's SEND Information Report and Inclusion Policy
- Co-ordinating all support for children with SEND
- Monitoring the provision, adjustments and the impact of the interventions
- Reviewing the progress of the pupils with SEND as part of the Assess, Plan, Do, Review cycle. Including the review of the EHCPs
- Ensuring parents / carers are involved in the provision and support that is provided for their children
- Liaising with previous and future settings.
- Liaising with other professionals who may come into school or work with the child to support their needs, such as: speech and language therapists, Educational Psychologists and Specialist Advisory Teachers
- Liaising with the Local Authority regarding EHC Plans
- Access Arrangements (see paragraph 17)

The Class Teachers are responsible for:

- Ensuring all children have access to high quality teaching and that learning tasks are adapted for the individual needs of the learner.
- Assessing the progress of all children in their class.
- Identifying, planning and delivering any adjustments, support and interventions that may be needed to enable a child to reach their potential, liaising with the SENCo if necessary.

- Reviewing and adapting any adjustments, support or interventions.
- Ensuring all relevant members of staff within the School are aware of the child's needs and the relevant adjustments that are made.
- Ensuring parents and carers are aware of any concerns the teacher may have with a child's needs and /or progress and understand any adjustments and provision made.
- Ensuring that the next teacher has a very clear understanding of the needs of all pupils and the provision that has been made.

Teaching Assistants (TAs)/Learning Support Assistants (LSAs)

Class Teaching Assistants support groups of children and individual children under the direction of the class teacher and the SENCo.

1:1 Teaching Assistants may be allocated to a pupil with exceptional needs. They will work very closely with the class teacher and the SENCo to make the necessary adjustments for the child. They will receive training from the SENCo and/or linked professionals.

Well-being Teaching Assistants

The school has two designated Well-being Teaching Assistants, who work 1:1 with identified children when there is a concern regarding their emotional understanding and behaviours and/or when there is a concern about their mental wellbeing. The teaching assistants work very closely with the SENCo and the class teachers, who are in close communication with the parents.

16. ADMISSION ARRANGEMENTS

Normal admission arrangements apply. The admissions policy is based on the agreed County policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the School's Equality policy. Where a child has a particular need (e.g. wheelchair access) the Governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an Education, Health and Care Plan or has been receiving extra support from the Local Authority centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure their needs can be met.

Any variation to the above will need to be agreed by the full Governing Body.

17. ACCESS ARRANGEMENTS OF NATIONAL STANDARDISED TESTS

Class teachers, with support from the SENCo and the Head teacher are responsible for ensuring all pupils can access assessments carried out within the class.

Year 6 SATS: Some pupils with specific needs may require additional arrangements so they can take part in the KS2 tests. Some access arrangements can be arranged within the school, however, for

some pupils the school may need to make an application to the Standards and Testing Agency (STA) to request permission in advance. The class teacher and the SENCo work together to make this application.

18. REVIEWING THE SEND INCLUSION POLICY

This SEND Inclusion Policy is reviewed annually by the SENCo, Governors and parents.

19. COMPLAINTS PROCEDURE

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo, then the Head teacher. Mediation support may be offered. Should the matter still be unresolved the parents/carers should contact the SEND Governor. If the complaint remains unresolved, the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State. Details below:

Hertfordshire County Council Customer Service Team – Complaints
Postal Point: CHO118
Resources Department
County Hall
Hertford
SG13 8DF
Email: cs.complaints@hertfordshire.gov.uk

The complainant can refer their complaint to the Secretary of State at the Department for Education online at www.education.gov.uk/contactus, by telephone on 0370 000 2288 or by writing to:

Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD