Special Educational Needs and Disability Policy

Henry David Learning

Woodland Rise School

August 2026 – August 2027

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Proprietary Body Signed off

ZL & JH

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This policy is written in line with the requirements of:
Children and Families Act 2014
SEN Code of Practice 2015 (updated Sept 2024)
Equality Act 2010
Schools Admissions Code, DfE 2014 (updated March 2022)

This policy should be read in conjunction with the following school policies.

Positive Behaviour Policy
Equality Information and Objectives Policy
Child Protection and Safeguarding Policy
Complaints Policy
Health and Safety Policy

Special Educational Needs and Disability Code of Practice: 0-25years 2015

The Code of Practice 2015 states:

> '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 if he or she:
> (a) Has a significantly greater difficulty in learning than the majority of the same age; or
> (b) 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 in mainstream schools or mainstream post-16 institutions. (SEN Code of Practice (2015:16)

1. Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'**…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'**. This definition provides a relatively low threshold and includes more children than many realise: '**long-term'** is defined as '**a year or more'** and '**substantial**' is defined as '**more than minor or trivial**' SEN Code of Practice (2015:16)

Normal '**day-to-day'** means things that people do on a regular basis, for example mobility, dressing or cleaning (physical co-ordination), and having a conversation. Physical impairment includes sensory difficulties such as visual or hearing impairments and mental impairments include learning difficulties, autism, dyslexia, speech and language difficulties, attention deficit hyperactivity disorder (ADHD).

2. The kinds of special educational need for which provision is made at Woodland Rise School

At Woodland Rise School, we meet the needs of pupils with Education, Health and Care plans with the following kinds of special educational need:

Social, Emotional and Mental Health,
Autism, including Asperger Syndrome,
Attention Deficit (Hyperactivity) Disorder (ADHD/ADD),
Specific learning difficulties such as Dyslexia, Obsessive Compulsive Disorder, Communication difficulties

However, this list is not exhaustive. Careful consideration is made for every consultation we receive from local authorities as to whether we can meet a child's needs and whether they would be compatible with the efficient education of Woodland Rise School pupils.

3. Assessment of pupils with SEN

At Woodland Rise School we monitor the progress of all pupils three times a year to review their progress: three times for academic progress and three times for progress against the targets on individual provision plans. We also use a range of assessments with all pupils at various points; spelling and reading age tests, end-of topic/unit formal tests, alongside formative and summative ongoing assessments to clarify progress and establish the next steps in their learning journeys in all subjects. We also review social and emotional developments using our own in-house assessments.

At Woodland Rise School, we are experienced in using the following assessment tools:
effective questioning, specific learning objectives, success criteria, effective marking and feedback, linking oral and written feedback to specific objectives, self and peer-assessment.
The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress.

4. Information about Woodland Rise School's provision for pupils

4a. Evaluating the effectiveness of provision

The SEN Code of Practice (2015, 6:17) describes inadequate progress as:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

There is an annual review of the EHCP provision made for the child, which will enable an evaluation of its' effectiveness. The collation of all annual review evaluations of effectiveness will be reported to the Heads of Centre. When agreeing outcomes, we consider what is important 'to' and 'for' the pupils with the pupils' best interests at heart,

'What they themselves want to be able to achieve' The SEN Code of Practice (2015, 9:163).
Reviews focus on the pupil and their progress towards achieving the outcomes specified in the EHCP. All pupil class books have their provision outcomes attached so all parties can familiarise themselves with the success criteria needed to achieve the outcomes.
Learning Plan outcomes are reviewed half termly by class teachers and teaching assistants who work collaboratively to discuss their observations of pupils, share data and draw together strategies that support pupils to successfully achieve their outcomes. Learning Plan outcomes are amended to ensure the pupil remains on track to achieve the outcomes specified in the EHCP. Regular progress monitoring is undertaken which can lead to an individual outcome being amended at times other than following an annual review.
At the annual review, we gather data and assess information provided by class teachers in partnership with parents/carers and the pupil. We identify what changes need to be made for the support provided to help achieve outcomes, or whether changes are needed to the outcomes themselves.

4b. Teaching and learning
High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2015, 6.37).

4c. Adapting the curriculum and learning environment for pupils
At Woodland Rise School, we adapt the curriculum and the learning environment for pupils. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

4d. Improving the emotional and social development of pupils
At Woodland Rise School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching of British Values, PSHE, tutor time and indirectly in conversation with adults throughout the day. All staff use the zones of regulation in their day-today practice to teach pupils the skills to reflect on their emotions and strategies to be able to better manage emotions.
For some pupils with the most need for help in this area we also provide 1:1 support through interventions with our Pastoral Lead, ELSA or in-house psychotherapist.

5. Points of contact for SENCo
Nicola Trolley, Senior Teacher, Inclusion Lead and SENCo who holds a BA Honours Degree in Biological Science gained with Leicester University. She also holds a National Professional qualification in Literacy and is able to assess for exam concessions.
Tracy Jenkins, who has a BA Honours Degree in Teaching and Learning and a Post Graduate certificate in Special Educational Needs Coordination with Leeds Beckett University.

Name:	Email
Name	Email:

6. Staff professional learning
Woodland Rise School staff have a wealth of experience of working with pupils who have Social, Emotional and Mental Health issues,
All staff complete a full induction programme when they commence employment with Henry David Learning. They receive an in-depth safety intervention training programme once a year. Safety intervention is only ever used as a last resort, the emphasis is on therapeutic support and de-escalation techniques. When pupils are finding it difficult to regulate their emotions or behaviour in school, they are offered access to safe spaces or an alternative curriculum in a low arousal setting.

All teachers and teaching assistants have had the following awareness training:
Child Protection, Safeguarding, CSE, HSE, DV, Data Protection, Prevent, FGM, Equality and Diversity, Fire Safety, Food Hygiene and Safety, Health and safety, Driver Awareness, Bullying Awareness and the SEND code of practice. Woodland Rise staff benefit from the use of The National College which is a platform that enables us to meet our statutory training and policy obligations. This training is updated annually.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are Autism Outreach, Educational Psychologist, Platform Childcare, Speech and language therapist, occupational therapists, dyslexia specialists, ADHD Solutions etc.

7. Equipment and facilities

Woodland Rise School has a on dining area which offers a variety of healthy food. There is an outdoor classroom/ recreational area that stimulates exploration, fitness and social interaction as it has bright and inviting markings, which supports the school PE curriculum. We have a sensory room with soft play equipment and identified safe spaces for when pupils need time out to self or co-regulate.

8. Arrangements for consulting with parents and carers

Woodland Rise School considers forming and maintaining positive relationships with parents and carers a priority. All parents/carers are invited to attend parent/carer days to discuss their child's progress when they receive a written report three times a year. In addition, we are happy to arrange meetings outside of these times; initial visits to school, home visits, annual reviews, PEP meetings, pastoral support meetings. In addition, parents/carers will be invited to contribute to and attend an annual review of the EHCP, which, wherever possible will also include other agencies involved with the pupil. Parents are in receipt of Woodland Rise School monthly newsletter that shares information advice and guidance, and news on events, attendance, and key celebrations.
Phone calls home are made regularly for positive and negative behaviour; tutors will also aim to contact parents/carers at least once each week to discuss the pupil's engagement and experiences.
As part of our normal teaching arrangements, all pupils will access some additional learning to help them catch-up if the progress monitoring indicates that this is necessary. Upper School pupils have access to online learning platforms and Office 365 accounts, and Lower School focus mainly on reading activities which are shared with parents/carers.

9. Arrangements for consulting with young people

Woodland Rise School actively involves pupils as far as pupils are able in the arrangements made for them as part of person-centred planning. This is a process of continual listening and learning, focusing on what is important to the pupil now and in their future, and acting on this.
All pupils at Woodland Rise School have personalised timetables. Some pupils have access to a bespoke 1:1 educational program where appropriate.
All pupils have Individual Learning Plans, Pupil Passports and Individual Regulation Support Plans, which are reviewed termly. In mentoring sessions, pupils work with staff to review and create new targets.
The School Council meets regularly to discuss issues and or ideas that the pupils would like to suggest to the Leadership Team. They are also engaged in the recruitment of new staff and developments to the environment.

10. Dealing with complaints

We encourage parents/carers to discuss their concerns with the class teacher or SENCOs to try to resolve the issue before making a formal complaint. Should parents/carers not be satisfied with the outcome, the Complaints Policy process should then be followed.

11. Contact details of support services for the parents/carers

Local authorities provide free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities. They empower parents to play an active and informed role in their child's education. They can be contacted on:

12 Arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood and independent living

At Woodland Rise School, we work closely with a pupil's previous settings to seek the information that will make the transfer as seamless as possible. For new starters, home visits and school visits are arranged then pupils, parents/carers and professionals are invited to look around Woodland Rise School. A slow transition timetable is drawn up with parents/carers, pupils and all professionals involved.

Careers interviews are set up for KS3 and KS4 learners with Above and Beyond Careers company. Additionally, Woodland Rise School has strong links with many local FE colleges; visits are arranged to these colleges to discuss apprenticeships, courses and the world of work. Pupils also visit careers events and engage in work experience placements.

We also contribute to a pupils' onward destination by providing information to the next setting.

Information is also available on where to find the local authority's local offer .

13. Monitoring and review

The Heads of Centre and the SENCo will review this policy every year, considering feedback from practitioners on the effectiveness of the identified support and in light of changes to the law or statutory guidance, and will make any changes necessary. The date of the next review is August 2027.