

Woodpecker Court

Woodpecker Court | Wigmore Lane | Eythorne | Kent | CT15 4BF
Tel: 01304 830958
Email: office@woodpeckercourt.com
Registered Company: 9629678 registered in England and Wales
VAT registration number: 218990574



Woodpecker Court

"Where learning meets the outdoors"

Woodpecker Court SEND policy and information report V5

Relationships, Respect, Resilience

Routine

Version control

Version	Reviewed by	Future Review date	Comments	Approved by board
V1	ES	Feb 2021	Policy written and implemented	06/02/2020
V2	MR	Jan 2022	Policy reviewed and updated	21/01/2021
V3	RM	Sept 2023	Policy reviewed and updated to use The Key model policy and give a more detailed information report	08/09/2022
V4	RM	Sept 2024	Designated staff within the policy updated.	15/09/2023
V5	DFI	Sept 2024	Designated staff within policy updated	24/11/2023

Contents

1. Aims	4
2. Legislation and guidance	4
3. Definitions	4
4. Roles and responsibilities	4
5. SEN information report	5
6. Monitoring arrangements	9
7. Links with other policies and documents	9

1. Aims

Our SEN policy and information report aims to:

- Set out how we will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools/colleges

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools/colleges.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Holly Smit and Acting SENCO during maternity leave is Dominic Meehan, 01304 830958 or hsmit@woodpeckercourt.com / dmeehan@woodpeckercourt.com

They will:

- Work with The Principal to determine the strategic development of the SEN policy and provision
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support

- Advise on the deployment of the provision's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the provision keeps the records of all students with SEN up to date

4.2 The SEN link Board Member

The SEN link Advisory Board Member will:

- Help to raise awareness of SEN issues at Advisory board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the provision and update the board on this
- Advise the Principal and SENCO to determine the strategic development of the SEN policy and provision

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN link board member to determine the strategic development of the SEN policy and provision
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Tutors

Tutors are responsible for:

- The progress and development of every student in their group
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our provision currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy all of this depending upon whether the nature of the site supports this need
- Moderate and multiple learning difficulties

5.2 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether we can meet the students special educational need within the provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty and how we can support this
- We take into account the parents' concerns and requests where appropriate
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents/carers. We will formally notify parents when it is decided that we can meet a student's needs and how we are planning to do this

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The tutor will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The tutor's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other tutors' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly, usually 3 times a year, in even terms.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress, usually at least once a term.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. We support students to become ready for their next steps, each students' support mechanism with regards to transition varies according to their need. At times we can feel a student is ready to move on whilst this view is not always supported by the student or parent, we will always work in the best interests of the student in preparing them for adulthood.

5.6 Our approach to teaching students with SEN

Tutors are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide a variety of other interventions in both our daily intervention slot for all students, interventions are set for the term and are dependent on student need. The need and associated theme for the term is determined by Plan, Do, Review Cycles linked to Provision Plans. Further specialist and individual interventions overlay the curriculum and timetable where a students' needs cannot be met or need further support to be met in the methods detailed above.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Routines are key and every day follows the same one.
- Students have an individual mentor and a passport

5.8 Additional support for learning

We have number of learning assistants who are trained to deliver interventions as well as 1:1 and group support.

Learning assistants will support students on a 1:1 basis when a Risk Assessment dictates a requirement to do so to enable the student to access the provision.

Learning support assistants will support students in small groups when required under the direction of the tutor and or SENCO as required.

We work closely with agencies to provide support for students with SEN:

5.9 Expertise and training of staff

We have a team of learning support assistants, including a higher level teaching assistants (HLTAs) who are trained to deliver SEN provision as well as specialist interventions.

In the last academic year, staff have been trained in a variety of interventions and will continue to increase the portfolio of interventions offered according to student need.

We use specialist staff where possible for all of our interventions.

5.10 Securing equipment and facilities

As a specialist post 16 provider of education if a student requires additional equipment of facilities we would look to claim this support from The Local Authority.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions at least termly
- Using student questionnaires
- Monitoring by the SENCO
- Using provision plans/maps to measure progress
- Holding annual reviews for students with EHC plans
- Holding at least annual Parental SEN Coffee mornings and enlisting the support of The Parent Forum between those times

5.12 Enabling students with SEND to engage in activities available to those in the provision who do not have SEND

All of our extra-curricular activities and visits are available to all our students, including our before-and after-provision clubs. (Although attendance is exceptionally limited owing to the transport arrangements for the students that have SEN)

All students are encouraged to take part in PE and Sports Day

No student is ever excluded from taking part in these activities because of their SEN or disability.

Our admission policy dictates SEN admission

Our accessibility plan forms part of the decision in order to meet a student's needs and how we can meet them

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the Woodpecker Court Student Council
- Students with SEN are also encouraged to play an integral part in Woodpecker Court's Community to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work closely with Local Authority SEN teams, primarily Kent County Council to support us in meeting a Students Needs.

5.15 Complaints about SEN provision

Complaints about SEN provision in our provision should be made to the SENCO in the first instance. They will then be referred to the provision's complaints policy.

The parents/carers of students with disabilities have the right to make disability discrimination claims to the

first-tier SEND tribunal if they believe that our provision has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of students with SEN

KCC iAsk is available to support families if required.

5.17 Contact details for raising concerns

Contact the Principal, Dominic Meehan should you have any concerns.

5.18 The local authority local offer

Our contribution to the local offer is primarily the support of SEMH for students with an EHC Plan Post 16. Our local authority's local offer is published on their website.

6. Monitoring arrangements

This policy and information report will be reviewed by Holly Smit, SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy