



WOODBIDGE HIGH SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

1. Aims

- 1.1 Woodbridge High School is committed to meeting the special educational needs of students in the school. In doing so, the school has developed our 'Framework for Teaching'. This reflects a commitment to the provision of an engaging, accessible curriculum which supports all students in meeting high expectations and achieving their full potential, irrespective of any special educational need or disability. The school's aspiration is to enable all students to make a successful transition into adulthood, whether that is into employment, further or higher education.
- 1.2 The school recognises that it is the responsibility of all teachers to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and adaptive teaching . However, if the student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness, then the student may be identified as having special educational needs. In this instance, it remains the case that, with the required guidance it continues to be the responsibility of all teachers to meet the needs of all children in their class.
- 1.3 Some students find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs and how they are met are explained in the school's EMA policy.

2. Definition of SEN

- 2.1 This policy accepts the definition of SEN as set out in the Revised Code of Practice 2014:

A child or young person has SEN if-

- a. they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b. 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 in mainstream schools or mainstream post-16 institutions

3. Guiding Principles

- 3.1 The school's guiding principle is one of Inclusion. The school wants to identify and break down possible barriers to learning. In order to achieve this, the school will:
 - a. Ensure, with the guidance of the Head of Inclusion and Deputy Head of Inclusion r that all students have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
 - b. Have mechanisms in place to ensure that teachers are able to meet their responsibility as teachers to identify and meet the needs of SEN students. SEN crosses all curriculum areas and all aspects of teaching and learning;

- c. Ensure that Quality First Teaching is embedded as established practice for all teachers;
- d. Acknowledge that any student may encounter difficulties in school at some stage;
- e. Acknowledge that all special educational provision is more effective if students and parents are fully involved. The views of parents and students will be sought regularly through student conferences, SEND surveys & review meetings;
- f. Acknowledge and draw on parent knowledge and expertise in relation to their child.

4. Roles and Responsibilities

- 4.1 The people co-ordinating the day-to-day provision of education for students with special educational needs are: Head of Inclusion, Ama Boaten-Rolfe (department oversight and Key Stage 4/5 responsibility); Deputy Head of Inclusion, Katy Thompson (Key Stage 3 responsibility) and Deputy SENCO (with Hub provision responsibility), Brian Dooley.
- 4.2 These members of staff are not Leadership Group. Caroline Moore has this role as Assistant Headteacher for Inclusion.

5. Identifying Special Educational Needs

- 5.1 Teachers are responsible and accountable for the progress and development of every child in their class. Although it is important to identify additional needs as early as possible, a child will not be placed on the SEN register until a comprehensive programme of support has been offered and reviewed. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will consider involving appropriate specialists, for example, SENDATS (Special Educational Needs and Disabilities Advisory and Training Service), or other services. The responsibility for this is held by all teachers, while the process is managed and co-ordinated by the Head of Inclusion and Deputy Head of Inclusion.
- 5.2 There are four broad categories of need when looking at special educational needs. The purpose of identification is to work out what action the school needs to take to meet the needs of a child.

The areas of need are:

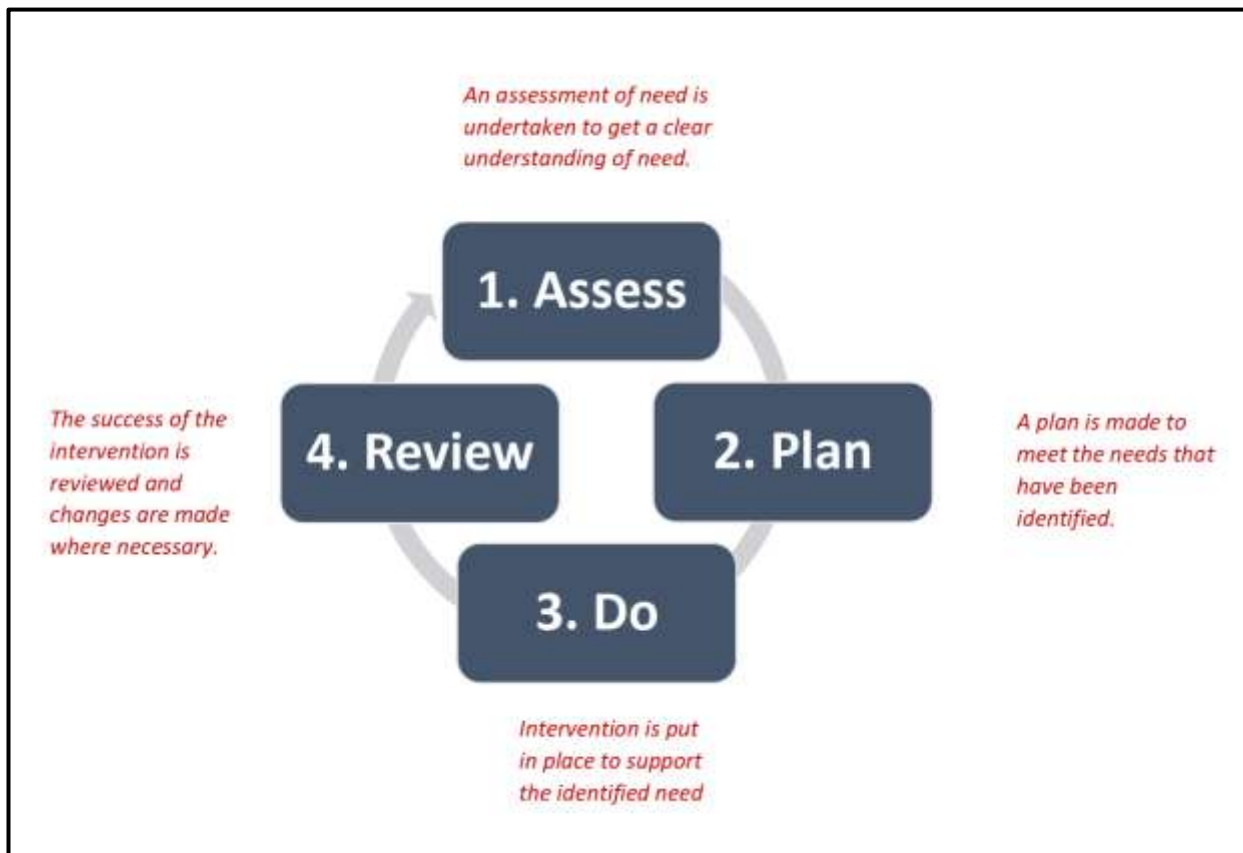
- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

- 5.3 There are two levels of need. They are:

- SEN Support - children have been identified as having SEN and their needs can be met through quality-first teaching and, in some cases, the involvement of outside agencies.
- EHCP (Education Health and Care Plan) - needs may be more acute and additional resources may be required from the local authority to meet need.


6. Graduated Approach

6.1



Where a need has been identified, the school will work alongside parents to establish the best support for their child, following the principles of the Graduated Approach within the SEN Code of Practice 0-25 (2014). There are four main stages to this approach: Assess, Plan, Do, Review.

6.2 The Graduated Approach at Woodbridge

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Staff Responsible</p>	<div style="text-align: center;">  <p>Woodbridge High School SEND Identification Steps</p> <p><i>A child or young person has SEN if :</i></p> <p>1. they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>2. they have significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age... (SEN Code of Practice 0-25 2014)</p> </div>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teacher/YC/HOD</p>	<p style="text-align: center;"><u>Quality First Teaching</u></p> <p><i>High quality teaching that is differentiated and personalised will meet the needs of the majority of children with SEN. The progress of these children will be monitored using the school's established assessment criteria.</i></p> <hr/> <p style="text-align: center;"><i>If pupils are not making expected progress, the, subject teacher provides differentiation in support of the areas of weakness.</i></p> <p>Step 1</p> <p>Actions:</p> <ul style="list-style-type: none"> Concerns raised by the subject teacher/YC/HOD about the level of progress being made are recorded using subject assessment and monitoring protocols. These are recorded alongside strategies that have been employed (including subject-based interventions) alongside their outcomes. Subject teacher/HOD/YC inform parents of the concerns raised.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Teacher/SENCO</p>	<p style="text-align: center;"><i>If progress continues to fall behind expected levels, despite high quality teaching:</i></p> <p style="text-align: center;"><i>Subject teachers contact SENCO and complete 'Cause for Concern' form.</i></p> <p>Step 2</p> <p>Actions:</p> <ul style="list-style-type: none"> Head of Inclusion (HOI)/Inclusion Co-ordinator (IC) monitor the progress of student: progress data; books; cross-subject variation; lesson observations Specialist assessments will be carried out by SEN team HOI/IC/SEN team suggests some department based, time limited intervention in support of student. SENCO/SEN team monitors success of interventions through observation and teacher feedback. (Records this on SIMS) Parents are updated about concerns.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SENCO and Specialist Agencies</p>	<p><i>Persistent difficulty despite interventions is considered SEN. The student may be put on the SEN register if difficulties persist <u>despite</u> intervention. If no evidence of SEN is identified through specialist assessments, then the student is not considered SEN but further strategies may be suggested.</i></p> <p>Step 3</p> <p>Actions:</p> <ul style="list-style-type: none"> Parents will be invited in for an initial meeting and relevant information is shared between home and school A pupil profile will be drawn up by the SEN team with <u>additional targets, different from a normal differentiated curriculum</u> and further suggested strategies. An inclusion briefing may be called External agencies may be contacted if more specialist support is required. Feedback and strategies from external agencies is shared with staff in Inclusion Briefings. Children will then be tracked termly through collaborative work by the Inclusion team and the subject teacher and/or YC. Parents will be given the opportunity to meet with the SEND team via 'Review' meetings, where the targets will be reviewed.

7. The Review Process

7.1 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice (see Step 3 above). Review meetings will be offered termly:

- If a student is shown to progress at an increasingly steady rate, in line with their individual aptitude, or the attainment gap is closing between them and their peers, there may be no need for them to remain on the SEN register. In this case, following their review, they may be able to exit the SEN register.
- In some cases, progress may continue to be at a slower rate than the student's peers despite the use of additional resources. If this is the case, it may be necessary to involve other agencies (listed below) in support of the student. Parents will always be informed when an external agency becomes involved with their child.
- If progress is still not achieved despite "SEN Support" or the use of external agencies, the child may be assessed with a view to initiating an Education, Health and Care Plan, in line with the code of practice 2014.

Additionally, the progress of children with an Education Health and Care Plan will be reviewed annually, as required by legislation.

8. Resources

8.1 Regular liaison is maintained with the following external agencies for students at "SEN support" and students with EHC plans (as applicable):

- Educational Psychology Service
- SENDATS-Specialist Education and Training Support Service
 - Social Communication and Autism Team
 - Social Emotional and Mental Health Team
 - Hearing Impairment Outreach Team
 - Visual Impairment Outreach Team
- Speech and Language Service
- Education Welfare Service
- Connexions
- Children with Disabilities Team
- EWMHS-Emotional Wellbeing and Mental Health Service (formerly CAMHS-Child and Adolescent Mental Health Service)

9. Exams

9.1 In addition to the above provisions the school has a robust assessment and provision system in place for supporting students during their Key Stage 4 and 5 examinations. This system is operated by the Head of Inclusion in close collaboration with the Exams Officer and teaching staff and is set out in a separate policy.

10. Students with Medical Conditions

- 10.1 Students with medical conditions are fully supported within the school to ensure they have full access to the curriculum, including school trips and sports activities. Some students in this group may be disabled and the school has a duty to ensure that it complies with the Equality Act 2010. Some may also have an EHC plan and in this case the SEND Code of Practice 2014 is followed.
- 10.2 The school continuously evaluates practice and provision via student and parent feedback questionnaires. These are made available to the governing body along with yearly departmental reports.
- 10.3 The Learning Walk process undertaken by Leadership group, Year Co-ordinators, the Head of Inclusion, Deputy Head of Inclusion and Deputy SENCO contributes to the proactive cycle of reviewing SEN provision. It also serves to promote the active involvement of staff in improving the provision for all students at Woodbridge.

11. Staff Training

- 11.1 The SEN department offers a comprehensive programme of training to help develop staff expertise and enhance their capacity to meet the requirements of children with additional needs at Woodbridge. This programme is tailored to meet the training requirements as identified in a whole staff audit.
- 11.2 The Head of Inclusion and/or Deputy Head of Inclusion regularly attend the borough SENCO forums. This gives them the opportunity to take part in training events as well as forge links and share expertise with their counterparts from other schools within the borough.

12. Storage and Management of Information

- 12.1 Documentation is stored in locked metal filing cabinets within the SENCo office – a system in line with the schools Information Management policy. A number of documents are available electronically within a password protected internal system. These documents will only be used in support of students with SEND and will be shared only with school professionals or relevant outside agencies.

13 Contact Details

- 13.1 The contact details for key members of staff are as follows:

Head of Inclusion: Ama Boaten-Rolfe- aboaten-rolfe@woodbridgehigh.co.uk
Deputy Head of Inclusion: Katy Thompson- kthompson@woodbridgehigh.co.uk
Deputy SENCO: Brian Dooley- bdooley@woodbridgehigh.co.uk
Assistant Headteacher for Inclusion: Caroline Moore- cmoore@woodbridgehigh.co.uk

Policy Approval: Recommended by the C&S Committee on 4th November 2025 and approved by the Full Governing Body on 2nd December 2025.

Reviewer: Ms C Moore (Assistant Headteacher)

Date of Next Review: Autumn 2026