



Special Educational Needs and Disabilities (SEN/D) Policy & Information Report

Date: September 2023

Review Date: September 2024

HoD = Head of Department

HOY = Head of Year

SLT = Senior Leadership Team

SEN/D = Special Educational Needs / Disabilities

SENCO = Special Education Needs Coordinator

Aims

Mulberry Academy Woodside believes that each student has individual and unique needs. We believe that all students should be equally valued in school and strive to provide an environment where all students can flourish and feel safe. We are committed to providing an appropriate and high-quality education to all our students. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly.

Our SEN policy and information report aims to:

- Set out how our school 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
- To ensure that all students with special needs and disabilities are identified • To strive towards more effective differentiation through planning.
- To ensure that school practices allow and promote effective communication between school and parents as well as an awareness of procedure.

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 coordinators (SENCOs) and the SEN information report

Definitions

A Student has SEN if they have a learning difficulty or disability which 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 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

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.

Students are not regarded as having SEN/D solely because the language or form of language of their home is different from the language in which they are taught. There is separate provision for this. MAW has regard to the SEN/D Code of Practice when carrying out its duties towards all SEN/D students and ensures that parents/carers are informed by the school that SEN/D provision is being made for their child.

Roles and responsibilities

The SENCO

The SENCO is Ada Gokay.

Email: ada.gokay@woodsidehighschool.co.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination 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, 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 school's delegated budget and other resources to meet Students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure Students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 SEN/D up to date

The SEN governor

The SEN governor is _____

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The head teacher will:

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

Class teachers

Each class teacher is responsible for:

- The progress and development of every Student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each Student's progress and development and decide on any changes to provision

Have up to date teacher folders with all their class data, including annotated seating plans, a class context sheet, learning passports and speech and language information sheets.

- Ensuring they follow this SEN policy

SEN information report

The kinds of SEN that are provided for.

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties, Developmental Language Disorder
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), low mood and anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

We always view young people as individuals and will work with this young person according to their needs. We are very careful to consider the placement of a child. We look at the needs of the child and the current cohort they are wanting to enter before we

make any decisions on being able to welcome the young person into Mulberry Academy Woodside

Identifying Students with SEN and assessing their needs

We will assess each Student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all Students and identify those whose progress or work:

- 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 the child and their peers • Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The SEND files from primary schools are transferred to us with other student information so we are aware of provision that has taken place previously.

Specific diagnostic testing used is dependent on the needs of the student, as well as any prior testing that has taken place previously.

Consulting and involving Students and parents/carers.

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents'/carers concerns
- Everyone understands the agreed outcomes sought for the child
- 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.

We will formally notify parents/carers when it is decided that a student will receive SEN support.

Parents/carers also have the opportunity to discuss their child's education with the inclusion department at parents' and carers' evening and at curriculum support evenings for year groups in the stages of transition.

Each child with an Education, Health and Care Plan (ECHO) will have an annual review to meet formally with carers and other supporting agencies to review progress.

Assessing and reviewing Students' progress towards outcomes

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.

Student progress is monitored regularly in school and all staff are responsible for assessing.

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

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

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' 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.

Supporting Students moving between phases and preparing for adulthood

From KS2 to KS3:

The transition from primary to secondary school is very carefully implemented for students with SEN/D. The SENCO visits the primary school and meets with staff to discuss each child as an individual. Where a child has special educational provision, the SENCO or members of the Inclusion department will attend the primary school for meetings with staff, parents and students. Students with SEN/D are invited to attend an additional transition day to allow them to experience the school on a more individual level and to meet key members of the inclusion team that will be supporting them.

From KS4 to Post 16:

Students are supported by our Careers Adviser when moving between phases of education to post 16 and preparing for adulthood. Those students who have an EHC plan will be supported on a one-to-one basis and their parents will also have meetings with our Careers Adviser.

We will share information with the school, 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.

Our approach to teaching Students with SEN

Mulberry Academy Woodside provides excellent academic opportunities for all students, including those with special educational needs. Students will be supported in mainstream classes and given targeted, structured interventions when necessary. The SENDCo provides all staff with regular CPD to impart strategies for working with students with SEND. The Inclusion department circulates strategies and recommendations for how students should be taught regularly and observes students in lessons to share good practice. Every student with a SEN/D has a learning passport and these are stored centrally for all staff to access and are reviewed annually.

Teachers 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 the following interventions:

- Literacy
- Numeracy
- English as an additional language (EAL)
- Speech and Language therapy
- Counselling and therapy, including dramatherapy
- Behaviour for learning
- Mentoring
- Social communication groups
- Well-being intervention
- Homework club

Adaptations to the curriculum and learning environment.

Adaptations are made for the curriculum when necessary for students with special educational needs and disabilities. For those students with physical disabilities, lifts and ramps are provided, as well as alterations made in classrooms when necessary. Staff

members are in regular contact with families and relevant agencies to ensure students' needs are being met. The Inclusion Department also teaches several life skills courses for students who need additional provision.

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.

Strategies are shared on adjustments that can help a student access the curriculum by the inclusion team via a student's learning passport.

Additional support for learning

We have 11 teaching assistants who are trained to deliver interventions. Teaching assistants will support students on both a 1:1 basis and in small groups.

We work with the following agencies to provide support for Students with SEN:

- Haringey autism team
- Haringey hearing team
- Visual impairment team
- Educational Psychology service
- Social care

Haringey Speech and Language Service

Expertise and training of staff

Our SENCO has completed the National Award for Special Educational Provision (PG Cert) at the Institute of Education, UCL. The SENCO also sits on the senior leadership team ensuring SEN is at the heart of all school priorities.

We have a team of 11 teaching assistants, including 3 lead teaching assistants with specialisms in literacy, transition and EAL. We also have 1 higher level teaching assistants (HLTAs) who is a numeracy specialist. There is one TA with managerial duties who oversees the operational running of the department.

The SEN support manager oversees administrative tasks of the department and arranges all Annual Reviews.

Teaching assistants regularly complete professional development around supporting different learning needs and running interventions.

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 after an appropriate time frame.
- Using Student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for Students with EHCPs

Enabling Students with SEN to engage in activities available to those in the school who do not have SEN.

- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- All Students are encouraged to attend after school clubs
- All Students are given the opportunity to take part in sports day, school plays and workshops
- No Student is ever excluded from taking part in these activities because of their SEN or disability.

We follow the admission criteria for Haringey community secondary schools, upon acceptance of a place at the school the individual needs of the student are assessed, and appropriate measures put into place to ensure accessibility around the school site and to the curriculum.

Mulberry Academy Woodside is an inclusive school, through our shared values we ensure that everyone is accepted for their differences, we have a zero-tolerance approach to bullying.

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 school council
- Students with SEN are also encouraged to be part of a Friendship club to promote teamwork/building friendships etc.

The wellbeing room supports many SEN students via Girls' groups, Boy's groups and on track sessions.

We have a zero-tolerance approach to bullying.

The support and intervention team along with heads of year provide the students at Mulberry Academy Woodside with a pastoral support programme that develops the social and emotional wellbeing of all students. We also use outside agencies such as CAMHS, Tavistock and Insight to provide additional support to those students who are in need of further guidance.

The school has strong links with all advisory teams at the Local Authority to ensure we are engaging in the most effective support on offer when a child or young person needs that support.

Complaints about SEN provision

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

The parents of Students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school 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

Contact details of support services for parents of Students with SEN

The London Borough of Haringey also publishes the Haringey Local Offer setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with

AEN/D. It explains the procedures for requesting an assessment for an Education, Health and Care Plan (EHCP), which replaces the SEN Statement.

You will also find information about:

- where to go for advice and guidance on AEN/D matters.
- leisure activities for children with AEN/D.
- arrangements for resolving disagreements and mediation.

<https://www.haringey.gov.uk/children-and-families/local-offer>

Contact details for raising concerns.

Visit <http://www.haringey.gov.uk/index/children-families/send.htm> for information about the Local Offer across Haringey.

If you would like to talk to our SENCO, we can arrange a meeting for you to have your questions answered. Please call the school on 020 8889 6761 or email enquiries@woodsidehighschool.co.uk to arrange this.

One of our governors has a specific responsibility for overseeing SEN/D in the school. You can contact our SEN/D Governor via the Clerk to the Governing Body at the school on the above number or email.

Monitoring arrangements

This policy and information report will be reviewed by SLT 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.

Links with other policies and documents

This policy links to our policies on:

- Behaviour
- SEN/D Information report
- Equality information and objectives
- Supporting Students with medical conditions
- Accessibility Policy
- Equal opportunities Policy