Woodbrook Vale School

Policy Document

Special Educational Needs & Disability Policy

Date Approved Trustees: 8 September 2026

Review Date: Annually: Autumn Term 2027

Headteacher's Signature:  Date: 8 September 2026

Rachael Fraser

Chair of Trustees' Signature:  Date: 8 September 2026

Gavin Brown

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1. Policy development, compliance, and review

This policy sets out how Woodbrook Vale School supports pupils with special educational needs and disabilities (SEND).

This policy has been developed by the SENDCo in consultation with school leaders and staff.

The governing board has oversight of the school's arrangements for SEND provision and the implementation of this policy.

The policy is reviewed at least annually to ensure it reflects current legislation and school practice. Responsibility for reviewing the policy rests with the SENDCo and senior leadership team. The governing board is responsible for approving the policy.

The policy reflects the school's duties under:

- the **Children and Families Act 2014**
- the **Special Educational Needs and Disability Regulations 2014**
- the **SEND Code of Practice: 0–25 years (2015)**
- the **Equality Act 2010**

This policy should be read alongside the school's:

- SEND Information Report
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Admissions Policy.

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2. Vision and principles

Woodbrook Vale School is a mainstream secondary school serving pupils aged 11-16.

In accordance with the Children and Families Act 2014, the school will use its best endeavours to ensure that pupils with SEND receive the support required to access learning and make progress from their individual starting points.

Woodbrook Vale seeks to meet the needs of pupils with SEND so far as this can reasonably be achieved within a mainstream secondary school setting. High-quality inclusive teaching is the primary means through which the school meets the needs of most pupils with SEND.

The school aims to:

- identify and address barriers to learning
- support pupils with SEND to access the curriculum and school activities
- maintain high expectations for all pupils
- work in partnership with pupils, parents and professionals.

Support for pupils with SEND is delivered within the context of a mainstream curriculum and school structure. Woodbrook Vale aims to provide high-quality inclusive teaching, based on evidence-informed practice, which builds equitable learning environments.

We believe that all teachers are teachers of pupils with Special Educational Needs and Disabilities. All teachers are responsible for the progress of pupils with SEND in their classes.

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3. Responsibility for SEND provision

The SENDCo at our school is Mr G Johnson. The SENDCo coordinates the school's arrangements for SEND provision.

The SENDCo is responsible for:

- overseeing the day-to-day operation of the SEND policy
- coordinating provision for pupils with SEND
- supporting staff in meeting pupils' needs
- working with parents and external professionals
- monitoring the effectiveness of provision
- maintaining the SEND register and relevant records
- contributing to staff training and development
- ensuring the SEND Information Report is up to date.

Class teachers remain responsible for the progress of all pupils in their classes, including those with SEND. They work with the SENDCo and other staff to implement appropriate support.

The headteacher and governing board are responsible for ensuring that this policy is implemented effectively across the school. The governing board ensures that the school fulfils its duties toward pupils with SEND in accordance with relevant legislation and statutory guidance.

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4. Aims and objectives

The school aims to:

- support pupils with SEND to access a broad and balanced curriculum
- enable pupils with SEND to make progress appropriate to their needs and starting points
- identify needs at an early stage
- provide support through a graduated response
- involve pupils and parents in decisions about support
- work with external professionals where appropriate and necessary
- prepare pupils for the next stage of education.

Provision is determined with consideration to:

- the identified needs of the pupil

- relevant professional advice
- the curriculum and organisational structure of the school
- the resources normally available.

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5. Definition of SEND

A pupil has special educational needs if they have a learning difficulty or disability that requires special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than most others of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

This definition is taken from Section 20 of the Children and Families Act 2014.

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

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Equality and accessibility

The school complies with its duties under the **Equality Act 2010**.

Where appropriate, reasonable adjustments may be made to support pupils with disabilities to access education and school life.

Arrangements to improve access are set out in the **Accessibility Plan**.

7. Identification of SEND

Teachers monitor the progress and wellbeing of pupils in their classes.

Where a pupil may be experiencing difficulty in learning or participation, teachers will:

- review the pupil's progress and attainment
- consider possible barriers to learning
- consult with the SENDCo where appropriate.

Parents will be informed where the school considers that a pupil may require SEND support. Pupils receiving SEND support may be recorded on the school's SEND register.

These areas provide an overview of needs but individual pupils may experience needs across more than one area.

Difficulties related primarily to attendance, behaviour, English as an additional language, or other external factors do not in themselves constitute SEND, although such factors may affect progress and will be considered when assessing pupils' needs.

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8. The graduated response

High-quality teaching, appropriately adapted for individual pupils, is the first response to pupils who have or may have SEND.

Where a pupil requires additional support, the school follows the graduated response described in the SEND Code of Practice:

Assess – Plan – Do – Review

This involves:

- assessing the pupil's needs
- planning appropriate support
- implementing support
- reviewing progress and adjusting provision where necessary.

Support is determined through the graduated response and is tailored to the needs of individual pupils. Support may include:

- adjustments to teaching and learning strategies
- targeted interventions where appropriate
- specialist advice from external services where available and necessary.

The purpose of this approach is to reduce barriers to learning and support progress within the school's curriculum. The nature and extent of support will vary according to identified need and the resources normally available to a mainstream secondary school.

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9. Monitoring and evaluating provision

The progress of pupils with SEND is monitored through the school's assessment systems and reviewed in relation to individual needs and outcomes. The school monitors the progress of pupils with SEND through:

- ongoing assessment
- review meetings with parents/carers
- evaluation of support strategies.

School leaders review the effectiveness of SEND provision and make adjustments where necessary. Parents and pupils are involved in reviewing support.

The SENDCo reports to the Governing Board on the impact of SEND provision annually.

This policy is reviewed annually and updated as required.

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10. Education, Health and Care Plans

Where a pupil has significant or complex needs, the school or parents may request an **Education, Health and Care (EHC) needs assessment** from the local authority.

If an EHCP is issued, the school will work with the pupil, parents, and relevant professionals to work towards the outcomes set out in the plan.

EHC plans are reviewed at least annually.

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11. Working with parents and pupils

The school works in partnership with parents and pupils to support learning and wellbeing.

The school will:

- communicate regularly with parents about progress
- involve parents in planning and reviewing support
- consider pupils' views about their learning and support.

Parents may contact the SENDCo if they have concerns about their child's progress or support. Parents may also discuss concerns with their child's form tutor or head of year.

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12. Admissions

The school's admissions arrangements comply with national legislation, including the **Equality Act 2010**.

The school will not refuse admission solely because a pupil has SEND or a disability.

Where a pupil is the subject of an Education, Health and Care Plan (EHCP) and the local authority proposes to name the school in that plan, the school will consider the request in accordance with the Children and Families Act 2014.

Where relevant, the school may make representations to the local authority where it considers that placement would be incompatible with the efficient education of other pupils or the efficient use of resources, and where reasonable steps could not remove that incompatibility.

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13. Transition

The school supports pupils with SEND during key transition points.

This may include:

- transition meetings with primary schools and prospective parents
- sharing information with receiving colleges or settings
- additional transition support where appropriate.

The aim is to support continuity of learning and wellbeing.

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14. Staff training

The school provides training and guidance to staff to support pupils with SEND.

Training may include:

- understanding different types of SEND
- strategies for inclusive and adaptive teaching
- implementing the graduated response.

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15. Working with external agencies

Where appropriate, the school may seek advice or support from external professionals.

This may include services such as:

- educational psychology services
- specialist teaching services
- health professionals
- other relevant professionals.

Access to external services is subject to the referral criteria, availability, and commissioning arrangements of those services.

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16. SEND information report and local offer

The school publishes a **SEND Information Report** describing the school's arrangements for supporting pupils with SEND.

The **Leicestershire Local Offer** provides information about services and support available across education, health, and social care for children and young people with SEND.

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17. Complaints

If parents have concerns about SEND provision, they should contact the SENDCo in the first instance.

Further information is available in the school's **Complaints Policy**.