The Schools of Woolton Hill

SEN Policy

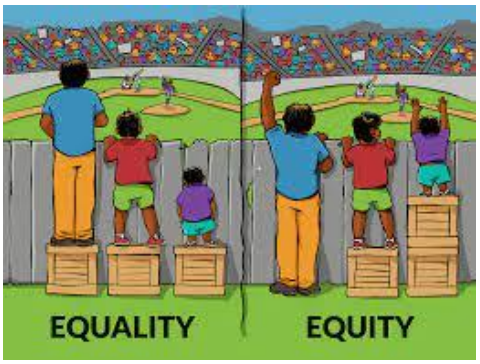
September 2026

Reviewed by Kathryn Knapp

Approved by Governing Body: September 2026

Next Review: September 2027

Special Educational Needs and Disability Policy



This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to Section 20 of the Children and Families Act 2014 and Equality Act (2010).

INTRODUCTION:
Here at The Schools of Woolton Hill, we are committed to meeting the educational needs of all our children. We encourage and support children to succeed in all aspects of school life. We provide a supportive, respectful and inclusive environment to enable children to both thrive in learning and to grow in confidence.

We strive to identify and provide support across the wide range of needs a child may have; communication and interaction, cognition and learning, social, emotional and mental health and sensory/physical needs.

At The Schools of Woolton Hill we:

- Provide a broad, balanced, challenging and relevant curriculum for all children, raising the aspirations of and expectations for all pupils so as they can achieve their highest potential.
- Identify children as soon as possible, removing barriers to access and participation, providing support for all.
- Provide early identification and provision for all pupils who have special educational needs and/or additional needs.
- Ensure that parents play an active role, fully involved in supporting their child's education.
- Monitor and reflect on the progress of all pupils, making appropriate provision to overcome any barriers to learning wherever possible.
- Engage with outside agencies, when a pupil needs more specialist support, following the

graduated approach.

- Support successfully transition onto the next stage in their education.
- Involve children in discussions about their SEND following a person-centred approach.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS:

The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way

1. 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
2. A child or a young person of compulsory school age has a learning difficulty or disability if 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

    For children aged two and over, special educational provision is additional to or different from that made generally for other children or young people of the same age

    The term SEND is used across the 0-25 age range and includes Learning Difficulty or Disability.

    A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Many children and young people who have SEN may 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'. Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The Graduated Approach

Support for all children with SEND arises from a four-part cycle, known as the **graduated approach**, where decisions and actions are revisited, and reviewed regularly. This cycle develops understanding about the pupil's needs and supports them in making good progress. The four stages of the cycle are: **Assess, Plan, Do, Review**.We believe early identification is vital, thus we use a variety of methods to identify children who may have special educational needs or additional needs (see Schools SEN information report September 2026).

<u>What is the Graduated Response? – Assess, Plan, Do, Review</u>

When it is decided that a child would benefit from specific, targeted support/intervention, the child's teacher, supported by the SENDCo, will consider the advice in the SEND Code of Practice using the Graduated Response:

Assess

The class teacher/setting practitioner, working with the SENDCo and parents, discusses the child's needs and creates a baseline assessment by which progress will be measured.

Plan

A plan of additional support is drawn up for a pupil (a Passport to Success), a record will be kept and the parents MUST be informed. The school/setting and parents will agree what progress they hope will be made (outcomes), and by what date (deadlines).

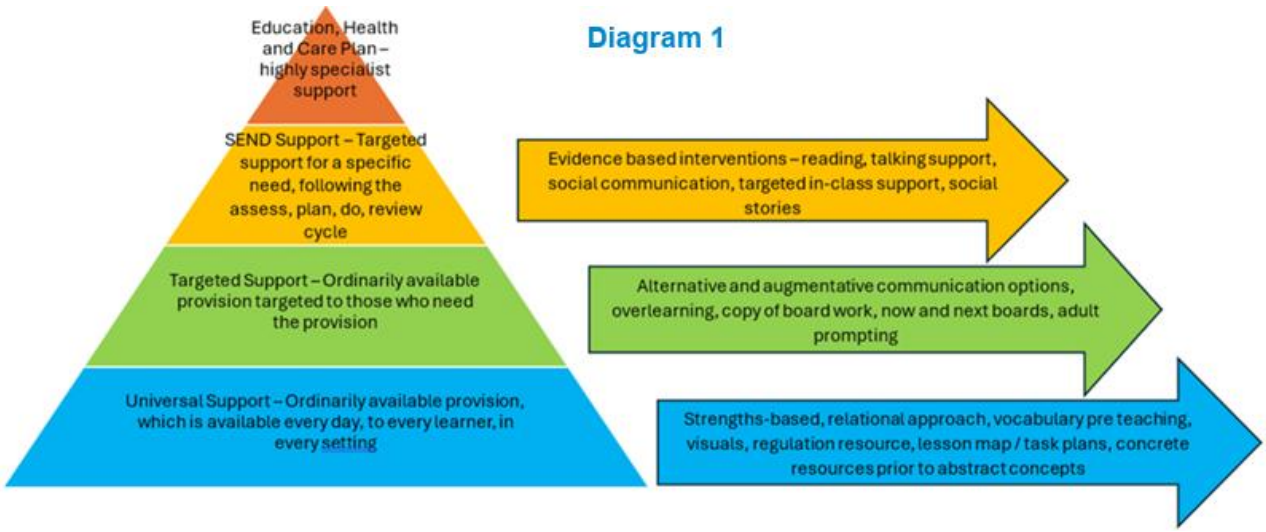
Do

The pupil is given extra support, under the supervision of the class teacher.

Review

Termly reviews with parents are held at least three times per year. Parents are fully involved.

What is meant by Universal, Targeted and SEND support?



Universal

This will be support that is available to all children and young people. We also describe this as 'Ordinarily Available Provision' which refers to the baseline support and adjustments that all mainstream schools are expected to provide for all learners, including those with SEND, using their own funding and resources. This includes simple, routine changes to teaching and the learning environment that are considered good practice for all pupils but are particularly important for removing barriers for children with SEND.
(https://search3.openobjects.com/mediamanager/hampshire/directory/files/oap_and_send_support_-_march_2025.pdf)

Targeted

This is for children and young people who may need additional support to access education, or may need support that is specifically designed to meet their needs. Some targeted provision can be accessed directly with or without an assessment.

SEND Support

Targeted support for a specific need, following the assess, plan, do, review cycle.

Specialist/EHC Plan

This is for children and young people with higher level needs who are likely to require even more support than is available either through universal or targeted services. This usually requires outside agency support and/or more specialist assessment.

SUPPORTING PUPILS AND FAMILIES

As a parent you may have concerns about your child's progress/development and think that they require extra support. The first point of contact should be your child's class teacher or SENDCo. You will be given the opportunity to share your concerns and plan an appropriate course of action.

We pride ourselves in working in partnership with parents and carers, who are always encouraged to take part in their child's learning and development, we consider parents to be experts on their own children. The school will make reasonable adaptations, wherever possible, for children with special educational needs and or disabilities.

There are a wide variety of services available in Hampshire for the parents of children with SEN. Information about education, health and care services, leisure activities and support groups available within Hampshire can be found at:
https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6

As we are very close to the West Berkshire border, one can also access information available on the West Berkshire Local Offer, available at: http://www.westberks.gov.uk

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school has a separate policy for supporting pupils with medical conditions.

ACCESSIBILITY

The school site is accessible to wheelchair users, with a toilet for the disabled large enough to accommodate changing. Wherever possible, reasonable adaptations to the environment are put in place to support the needs of pupils who join the school.

The school has an Accessibility Plan in place, which is regularly reviewed and updated.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH:

- SEN Information Report
- Accessibility Plan
- Teaching & Learning Policy
- Physical Intervention Policy
- Relationship Policy (formally known as Behaviour Policy)
- Supporting Pupils with Medical Conditions
- Complaints Policy
- Safeguarding Policy