



Woodend Farm school

Kindness comes in many forms

Special Education Needs and Disabilities (SEND)

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RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Directors	Reason for Change
V1.0 – initial draft	Gemma Quantrill	15/11/2022	26/01/2023	New policy
V1.1	Nicola Overland	31/10/2023	08/11/2023	Annual updates
V1.2	Nicola Overland	31/10/2024		Annual updates
V1.3	Emma Dolby	31/10/2025		Annual updates and amendments for secondary provision



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1. Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance in relation to SEND
- Set out how our school does:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Our curriculum is designed and delivered with a sensory approach that embeds essential skills and knowledge, whilst widening pupils window of social and emotional tolerance. We broaden horizons by exposing pupils to new learning and experience that enable them to have a view and a voice.

We want our pupils to be aspirations, be the best they can be, be supportive of other and be proud for who they are!

Our vision for our pupils is that they grow from survivors to strivers, to Thrivers, enabling them to become full participant in our community, society and British Culture.

3. Legislation and guidance

This 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 pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities



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- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out directors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

4.1 Inclusion for all

At our school, we strive to create an inclusive teaching environment that ensures every pupil, regardless of their needs, abilities, or starting points, has access to a broad, balanced, and ambitious curriculum. We are committed to enabling all pupils to thrive academically, socially, and emotionally, and to fulfil their aspirations both within and beyond school life.

To achieve this, we will:

- Make reasonable adjustments to teaching strategies, classroom resources, and the physical environment to remove barriers to learning.
- Provide differentiated and personalised learning opportunities that reflect individual strengths, interests, and areas for development.
- Foster a culture of belonging where diversity is celebrated, and all pupils feel valued, respected, and safe.
- Work in partnership with parents, carers, and external professionals to ensure that provision is responsive and tailored to each pupil's evolving needs.
- Continuously review and adapt our curriculum and practices to promote independence, resilience, and preparation for future stages of education and life.

4.2 Preparing for the next stage of life

We are committed to preparing pupils with SEND for the next stage of their education, employment, and independent living, in line with the SEND Code of Practice. This preparation starts early and is embedded throughout the curriculum and support plans. It includes developing essential life skills, promoting independence, and supporting transitions to further education, training, or adult services.

Our approach is person-centred, focusing on pupils' strengths, aspirations, and outcomes. From Year 9 onwards, and earlier where appropriate, transition planning is a key part of annual reviews for pupils with Education, Health and Care (EHC) plans. This planning covers the four Preparing for Adulthood outcomes:

- Employment – raising aspirations, providing careers guidance, and offering opportunities for work experience or supported internships.
- Independent Living – developing practical skills, decision-making, and access to supported living options where needed.



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- Community Inclusion – supporting friendships, social participation, and engagement in wider community life.
- Health and Wellbeing – ensuring pupils understand and manage their health needs and can access appropriate services.

We work in partnership with parents, carers, and external agencies to ensure that pupils have clear, achievable goals and access to the guidance and opportunities they need to thrive beyond school. Transition plans are reviewed regularly to reflect each pupil's evolving needs and ambitions.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

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.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 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.



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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 do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
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.



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6. Roles and responsibilities

6.1 The board of directors

The board of directors will ensure:

- Co-operation with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need

- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SENCo

The SENCo will:

- Work with the Executive Headteacher to determine the strategic development of the SEND policy and provision within the school
- Work with the staff and directors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision for pupils and their progress
- Have an overview of the needs of the current cohort of pupils
- With SLT, monitor to identify any staff who have specific training needs, and incorporate this into the school's plan for continuous professional development
- > Hold a national qualification (National Award for SEN Coordination/ NPQSENCo)



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6.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the Executive Headteacher to review each pupil's progress and development, and decide on any changes to provision
 - Ensuring they follow this SEND policy and the SEN information report
 - Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Parents and carers are valued partners in the SEND process. They will always be given meaningful opportunities to share information, express their views, and contribute to decisions about their child's needs and support. The school is committed to genuine co-production with families and pupils, ensuring their voices shape the planning, delivery, and review of provision. This includes the use of person-centred planning approaches and regular opportunities for feedback. Parents and carers will be actively involved in discussions and will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions



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The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The SENCo and Executive Headteacher will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

8. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

9. Admission and accessibility arrangements

9.1 Admission arrangements

Referral for placement comes from a local authority. If we feel that we can meet the needs set out in the educational health care plan (EHCP) of the pupil then their family or carers and pupil will be invited to visit the school. The local authority then fund the placement. All pupils that attend Woodend farm school have and an EHCP

All admissions and referrals are subject to:

- Availability of space
- With EHCP
- Support of the local education authority or making the referral
- Active support and participation from the parent or carer
- Referrals are usually initiated by the Education Department or the Social Services Department of the Local Authority seeking a placement. Parents are welcome to visit before papers are submitted.



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9.2 Accessibility arrangements

Extreme lengths have been taken to ensure that Woodend Farm school is inclusive and ensures that all pupils individual needs are considered and addressed, please refer to our accessibility plan that is available on the website but also upon request.

10. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Executive Headteacher in the first instance. They will be handled in line with the school's complaints policy. This can be found on our website or upon request.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area [Resolving Disagreements - Essex SEND IASS](#). You can request mediation by contacting them directly on the link provided.

11. Monitoring and evaluation arrangements

11.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1. We will evaluate how effective our SEND provision is with regards to:

- Pupils' progress and attainment
- Whether pupils feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

11.2 Monitoring the policy

This policy will be reviewed by SENCo and Executive Headteacher **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full board of directors.

12. Links with other policies and documents

This policy links to the following documents:

- SEN information report



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- The local offer
- Accessibility plan
- Positive Behaviour for learning
- Equality
- Supporting pupils with medical conditions policy
- Attendance policy
- Child protection policy
- Complaints policy

End of Document



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