



Woodlane High School

achieving success in a nurturing environment

SEND Policy

Updated: January 2026

Next Update: January 2027

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1.0 Vision/Ethos Statement

Achieving success in a nurturing environment: A special pathway enabling all our young people to achieve to the best of their ability, in an environment which provides for their emotional, physical and mental well-being. We provide this basis for success as we want all pupils to flourish in adult life putting emphasis on kindness, tolerance and understanding each other's needs in order to support one another through difficulties and challenges.

Woodlane High School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At Woodlane High School pupils' personal development, including their spiritual, moral, social and cultural development, is extremely important to us. Our values and aims, created with our staff and pupils, are central to our everyday practices and inform our policies and plans. These values are:

- Kindness
- Tolerance
- Honesty
- Independence
- Effort
- Aspiration
- Resilience
- Achievement
- Respect

2.0 Definition of SEN

At Woodlane High School we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

SEN: 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. A child of compulsory school age or a young person 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*

Disability: 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.

3.0 Key Roles and Responsibilities

SENDCO

The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Part of the role of the SENDCO is to co-ordinate arrangements with the class teacher/tutor/year leader regarding those pupils with SEN and disabilities.

SENDCO Name: Jenny Jermain

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National Award for SEN: Currently completing the NPQ SENCO qualification, completion due April 2026.

Teaching Assistants: All Teaching Assistants support all pupils with SEND

Designated Teacher with specific Safeguarding responsibility: Claire Maynard and Robert Morgan

Member of staff responsible for managing PP/LAC funding: Timothy Heapy/Stephanie Coreless/Brigid Simmons

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Rob Morgan, Brigid Simmons, Lucy Farrell, Emma Byrne and Jenny Jermain

4.0 Introduction

4.1 How the policy was put together?

This policy was created in partnership with parents, through a Reference Group, the Headteacher, Governors, SENDCO, representative staff and pupils. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015).

4.2 How can parents access this policy?

You can find this policy on the school website under key information, policies.

Please let us know if you need this to be made available to you in a different format e.g. enlarged font to support accessibility.

5.0 Context

All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

This policy complies with the statutory requirements and has been written with reference to the following related guidance and documents:

- **Equality Act 2010: Advice for Schools** (DfE, February 2013; updated 2018)
- **The Schools SEN Information Report Regulations** (2014)
- **Statutory Guidance: Supporting Pupils at School with Medical Conditions** (April 2014; updated 2017)
- **The National Curriculum in England Framework** (2013; updated 2014)
- **Woodlane High School Safeguarding and Child Protection Policy**
- **Woodlane High School Accessibility Plan**
- **Teachers' Standards** (2011; updated 2021)
- **Headteachers' Standards** (2020)

6.0 Aims and Objectives

6.1 Aims

At Woodlane High School, all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- To provide an exceptional education, which is personalised to the need of each pupil.
- To provide a calm, learning focused environment, which is safe, caring and nurturing.
- To provide a holistic education, which incorporates guidance and strategies from support agency partnerships e.g. speech and language therapists, occupational therapists etc.
- To increase resilience and develop pupils' ability to self-regulate.
- To develop pupils' essential life skills and increase independence.
- To promote physical and emotional well-being.
- To prepare pupils for the next stage of their education.
- To ensure all pupils leave Woodlane with outcomes that reflect the best of their ability.

6.2 Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the school
2. To publish effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities

3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice (January 2015)
4. To utilise the parent reference group in ensuring the most effective communication and co-production of policies and practice relating to pupils with SEN and disabilities

7.0 Identification of Needs

Broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

7.1 Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want, understanding what is being said to them or they do not understand or use the social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

7.2 Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

7.3 Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, self-esteem issues, substance misuse, eating disorders or physical symptoms that are medically

unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. All staff have had relevant training on attachment awareness and the possible subsequent mental health difficulties related to this disorder.

Woodlane High School has clear processes to support children and young people, including how we manage the effect of any disruptive behaviour so it does not adversely affect other pupils (please refer to our Positive Behavior Policy).

7.4 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Pupils on the autism spectrum (ASD) may need sensory support in order to access the curriculum effectively. This may include use of a sensory room and/or use of various equipment in order to help them self-regulate.

At Woodlane High School we identify the needs of each pupil by considering the needs of the whole child which are much broader than just the special educational needs of the child or young person listed above. This in turn will lead to the pupils receiving the appropriate arrangements to address their needs.

8.0 A Graduated Approach to SEN Support

8.1 What work has to be done and by whom?

At Woodlane High School, the vast majority of pupils will have an Education, Health and Care Plan or are here on an assessment place/ have mental health needs and therefore all have pre-identified SEND. As such, all teachers are teachers of SEND. All staff receive additional training to help them ensure that pupils achieve as much as they possibly can. Class teachers are responsible for providing differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to the needs of all pupils at Woodlane High School. Teachers will be continually assessing, planning, implementing and reviewing each pupil's individualised needs in their subject.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Pupils' progress and outcomes are tracked through the systems put in place at Woodlane High School and are monitored on a termly basis.

We expect pupils will have their needs met through our Universal provision, which includes great teaching and learning. Additional intervention and support cannot compensate for a lack of good quality teaching and learning.

The quality of teaching and learning at Woodlane High School is regularly and carefully reviewed through a combination of lesson observations, learning walks, book looks, self-assessment and through the careful analysis of data (see our Teaching and Learning and AMMR Policy). Our *'Features of Exceptional Teaching and Learning at Woodlane'* and our *'Features of Exceptional TA & Apprentice Support at Woodlane'*, created by staff and pupils, are used to judge the quality of Teaching and Learning and TA and Apprentice support at Woodlane.

Pupils who are identified as at risk of underachievement will be monitored closely and where necessary given additional support.

Practice at Woodlane is evidence informed, regular INSET and training are provided to all staff to develop an understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Staff regularly meet to discuss pupil needs and specific strategies used to support pupils throughout the school. If a pupil is not making expected progress, specific strategies are put in place to help support the pupil in that subject (see our AMMR Policy).

8.2 How does Woodlane High School decide whether to make additional special educational provision?

All pupils at Woodlane High School receive additional support for their SEND. The curriculum is adapted to suit pupils' individual learning needs and styles. Lessons are multi-sensory and incorporate strategies for pupils with ASD, SpLD and SLCN. If additional support is required the Senior Leadership Team/ SENDCO/Teacher will consider all of the information gathered from within the school about the pupil's progress based on their age, baseline assessment levels and against national data and expectations of progress.

This will include:

- accurate formative assessment
- internal staff moderation of progress
- provision management outcomes and any specific assessments e.g. reading/spelling

At Woodlane High School we work in close partnership with support agency specialists, e.g. EPs, OTs, SALTs etc. who offer both direct support to pupils and indirect support via teachers and TAs. Staff regularly meet with these professionals for joint planning, team teaching, development of resources and to develop a shared knowledge of pupils.

8.3 The role of the TA in the classroom

The school has a high proportion of Teaching Assistants who are either in lessons for either all or part of the time to support pupil learning and progress. This support may be necessary because a pupil is physically disabled, hearing or visually impaired and/or needs additional support accessing the curriculum. TAs may be utilised in any number of ways including:

- Explanation of instructions/adapting instructions for specific pupil
- Helping pupil's record information in appropriate ways e.g. Mind maps, diagrams, bullet points, pictures
- Prompting listening/refocus on task
- Use of task planners
- Use of Makaton sign language
- Aiding the use of language in the classroom e.g. language maps, reading support, scribing, sentence starters etc.
- Progressing independence and self-management
- Sensory circuits
- Use of open and closed questions to aide pupil understanding etc.

Our '*Features of Exceptional TA & Apprentice Support at Woodlane*', created by staff and pupils, are used to judge the quality of TA and Apprentice support at Woodlane.

8.4 How is the decision made to place pupils on the Woodlane High School SEN register?

All pupils at Woodlane High School have an EHC plan or are on an assessment placement/ have mental health needs.

Pupils undergoing assessment at Woodlane High School will follow the cycle of:



Assess: “In identifying a child as needing SEN support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil’s needs” (6.45 Code of Practice)

We will ensure that we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked, compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. EPs, PSS and from health and social services where appropriate.

Plan: “Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behavior, along with a clear date for review” (6.48 COP).

Where further SEND support is required the Teacher/ Senior Leadership Team/SENDCO along with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do: “The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support” (6.52 COP)

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

Review: “The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date” (6.53 COP)

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period.

For pupils with an EHC plan the LA must review the plan at least annually.

8.5 How are parents, families, children and young people involved in the EHCP process?

At Woodlane High School we believe the pupil should be at the center of the EHCP process. Our approach to EHCPs is one of partnership between home and school. Parents/carers and pupils have been actively involved in designing Woodlane High School's EHCP review process.

8.6 EHCP Annual Review Process

- In the Autumn, Spring or Summer Term parents/carers will be invited to review the set objectives and the progress made by their child.
- Pupils will be invited to attend a portion of all meetings/reviews.
- Meetings will be run by our SENDCO Lead Practitioner.
- The EHCP Annual Review will be held throughout the Autumn, Spring and Summer Terms.
- Meetings will last approximately 50 minutes.
- Parents and pupils will be consulted regarding who they would like invited to the Annual Review (careful consideration is made to the number of adults in the room to ensure the pupil is not overwhelmed).
- Parents will be sent a 'teacher feedback form' in advance of the meeting, detailing pupil progress towards EHCP outcomes, current attainment levels and pupil attendance.
- Parents will be given a 'parent views' questionnaire in advance of the meeting.
- Whenever possible content will be written in child friendly language.
- The room will be informally laid out with a relaxed feel.
- Pupils will present their Records of Achievement for the EHCP Annual Review where possible.
- Pupils will have the opportunity to give their own opinions about what is methods of learning work best for them and give their own thoughts about their future.
- Strengths and achievements will be celebrated.
- Pupils will be given time to complete Section A of the EHCP, 'All about me' within their PSICHE lesson, using a structured template and visual support strategies.

Parents will be given at least two weeks' notice of the date for their review. We will endeavor to rearrange the appointment if parents are unable to attend, however if this is not possible the review will go ahead in their absence. We will only be able to rearrange the meeting once. Parents are able to request a telephone/video meeting if they are unable to attend a meeting in school.

Woodlane pupils will not be asked to chair meetings.

8.7 Key content of meetings

- Strengths and achievements
- Progress towards objectives and outcomes
- Academic progress and achievement
- Social and emotional development (including details on behaviour and friendships)

- Important areas for the pupil (Post 16/future etc.)
- Support being provided/advice/further support required
- Details on progress and the pupil's expected assessment flight path
- All Year 9/10/11 reviews will include a focus on preparing for adulthood (employment, independent living and contribution to society)

9.0 SEND Provision

9.1 What does universal provision mean at Woodlane?

Upon entry to the school, the universal Woodlane provision identifies what every pupil is entitled to through their time with us. In addition to this, any additional support/provision required will be identified.

All pupils at Woodlane High School will receive the following package of support:

Communication and Interaction

- Attention to independence and social skills in all areas of the curriculum
- Core on-site speech and language therapy, as needed (if identified during baseline assessment or through a referral from staff)

Cognition and Learning

- Differentiated curriculum delivered from BSquared progression steps 1-10 (see AMMR policy)
- Comprehensive base lining on entry, assessment and next-step target setting to identify the next level to be attained in all subject areas
- Small class sizes (maximum 11 per class)
- Teaching assistant support, deployed by level of need and subject-specific barriers
- Dyslexia Friendly teaching and learning
- Resources, learning and teaching approaches/strategies to support learning styles for pupils with a range of learning difficulties, e.g. visual, kinesthetic and opportunities to learn, with practical and sensory-based activities
- Qualified and trained staff committed to meeting the needs of all pupils, with regular opportunities for training
- A strong focus on literacy and numeracy skills within each lesson/session
- A targeted phonics and reading programme (see love to read provision map)
- Range of externally accredited qualifications
- College links and vocational learning opportunities in Key Stage 4
- Community link to mainstream provision for specific lessons if deemed appropriate for a pupil
- Lesson objectives and homework tasks traffic lighted for embedded differentiation in every lesson/task
- Clear SMART curricular targets shared at home and at school
- A range of lunch and after-school clubs available to support pupil achievement

Behavior, Emotional and Social

- Support to be given where appropriate in individual, group and class situations
- Individual and group therapies will be delivered as and when needed. These could include: dog therapy, ELSA support, drawing and talking therapy etc.
- Emphasis on personal, social, health and citizenship education (including sex, relationship and drug education for key stage 4 pupils), both timetabled and within the everyday culture of the school
- Close liaison with home to ensure pupils are supported in the best possible way at home and school (diaries, tutor phone calls/emails, parents' evenings, parent reference groups etc.)
- Values-based reward system embedded across the school supported by our positive Behavior Policy
- Additional strategies include: social stories; visual resources; individual prompt cards; structured environment; individual workstations; Makaton and ELSA trained teaching assistants
- Access to lunchtime and after-school clubs to support social interaction and choice making

Physical and Sensory

- Access to specialised equipment to support fine-motor skills: sloping board, soft triangular pencils, seat cushions and ear defenders
- Sensory boxes/fidgets available in every classroom which relate to the Zones of Regulation to help support pupil concentration and self-regulation
- Pupils have access to a sensory room where sensory circuits are followed to help the pupil self-regulate
- Access to movement breaks as and when needed
- Referral to Occupational Therapy (OT) if support is needed and guidance from the OT

Access to full life at school

- All pupils are involved in the full life of the school
- Homework should be explained to pupils and differentiated. Teachers are expected to provide homework on paper (as requested by parents and pupils) so it is easily accessible. There may be times where paper is inappropriate or access to resources is required, in these circumstances Google Classroom will be used.
- Educational visits will normally include everyone in the class and where possible no pupil should be left out due to accessibility. All necessary measures and reasonable adjustments will be put in place to ensure the right transport arrangements are made to ensure all relevant pupils can attend an educational visit. However, where there is a particular risk, which cannot be effectively addressed and reasonable adjustments are ineffective, a pupil may be required to remain in school.
- Home and virtual tuition can usually be arranged for pupils unable to attend school due to longer term medical reasons, where they are still well enough to learn.
- All pupils are welcome to attend after-school clubs with parental consent.
- All pupils are encouraged to participate in physical education and sport. Any additional requirements needed in order for pupils to participate will be accommodated within reasonable adjustments.

10.0 Accessibility of building

- The school is mainly located on the ground floor of the building with full wheelchair access throughout.
- Many rooms have spaces adapted for wheelchair access, including the food technology and ICT suite.
- Wheelchair accessible tables are in every classroom, all tables in our newly refurbished classrooms are wheelchair accessible.
- The school has a 'wet room' with shower and disabled-access toilet facilities; there is a disabled access toilet on the ground floor and additional disabled-access toilets and showers on the upper floor accessed via a lift.
- The school works to ensure that there is pupil-centered approach to problem solving and works closely with the pupils, parent/carers and other professionals to ensure that all pupils' needs are assessed carefully and strategies put in place to enable full access to the curriculum and learning environment (see Accessibility Policy).

11.0 What does additional Woodlane support mean?

Additional SEND support can take many forms. This could include:

- a special learning programme for the pupil
- extra help/intervention from a teacher or a TA
- making or changing materials and equipment
- working with the pupil in a small group
- observing the pupil in class or at break and keeping records
- aiding the pupil to take part in the class activities
- helping other children to work with individual pupils, or play with them at break time
- supporting the pupil with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- using targeted dyslexia strategies
- participation in specialist literacy lessons etc.

Further external SEND support may include:

- Physiotherapy input
- Occupational Therapy provision (OT)
- Multi-Professional Team, including Children's Services
- SEND pathways service, including Careers
- Child and Adolescent Mental Health Service (CAMHS)
- Children With Disabilities Team (CwDT)
- School Exclusion and Reintegration Officer
- Physical and Sensory Support Service (PSSS)
- Speech and Language (SaLT)
- Medical team input

Supporting parents/carers and young people

At Woodlane we offer a high level of support for parents/carers, this may include:

- Training/workshops
- Individualised guidance
- Advice from the teacher or SENDCO
- Advice from support agencies
- Support for transition arrangements e.g. college/another school/employment etc.

Parents/carers and young people may also find additional help/ information, through:

- The school website
- The SEND Information Report on the school website
- Hammersmith and Fulham's Local Offer which includes other agencies who provide a service
- Woodlane High School's admission arrangements
- Access arrangements for exams and assessments (see exams policy)

12.0 Supporting pupils at Woodlane High School with medical conditions

Woodlane High School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

At Woodlane High School support is based on the individual needs of the pupil. Individual healthcare plans will be written with the support of medical professionals where possible. Relevant staff training will be regularly provided.

The headteacher shall ensure that a named person is responsible for medicines together with a nominated deputy. Day-to-day mechanics of medicine administration may be delegated to competent, trained staff.

A clear written statement of our responsibility should be given to all parents, detailing:

- How to make a request for medicines to be given at school, i.e. in writing, in person to the headteacher or deputy or other but **not** brought by the child.
- How medicine should be provided to the school, i.e. in the original container from the pharmacy and clearly labelled with:
 - Child's name
 - Name of medicine
 - How much to give (i.e. dose)
 - When to be given
 - Any other instructions
- The need for parents to notify the school in writing of any changes in medication.

- The need for parents, in person, to replenish the supply of medicines, if necessary a recommendation that a senior leader be advised of any significant disease, medical condition or allergy the child may have, subject to confidentiality.

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.

EHC plans bring together pupils' health and social care needs, as well as special educational provision. For children with SEND, this guidance should be read in conjunction with the SEND code of practice.

Please refer to our 'Medical, Personal and Intimate Needs' policy for further information.

13.0 Exam access arrangements

All pupils who have a Educational Health Care Plan (EHCP) will be internally assessed to determine if they require any access arrangements at the end of KS3 (see exams policy).

At Key Stage 3

- Summative assessments are completed in all subjects throughout the year using bsquared to determine end of KS3 curriculum levels
- Cognitive Ability Tests (CATs) are completed by all pupils on entry to the school to provide baseline, and again in Y9 to provide supplementary data which is used with bsquared data to determine a predicted end of KS4 results for each pupil
- New Group Spelling Test (NGST), New Group Reading Test (NGRT), as well as MALT Maths Testing to determine pupils Maths, Reading and Spelling ages
- Results of the above assessments highlight where interventions are needed
- Results of Year 9 assessments are discussed with pupils and parents, and used to determine which options are taken at KS4
- Pupils who require additional time, modified papers, Reader, Scribe etc. to reflect their normal way of working will have Access Arrangements applied for
- Pupils who do not hold a current EHCP will have their access needs assessed by a Specialist Teacher before Access Assessments are applied for

At Key Stage 4 and Post-16

- All pupils should be entitled to and enabled to achieve an entry for qualifications from an external awarding body
- If a pupil's entry in any subject is to be withdrawn, the concern must be raised with a Senior Leader before any other action is taken. The pupil, parent/carer, the head of key stage, the subject leader, subject teacher and if necessary the head of careers should be involved before a final decision is made

- All pupils will be monitored carefully throughout their time at the school, and coursework and attitude notified to the head of key stage using concern forms as soon as they arise

14.0 Monitoring and evaluation of SEND

At Woodlane High School we regularly monitor and evaluate the quality of provision we offer all pupils and this informs future developments and improvements. For example, this may include the monitoring and evaluation of the following:

- Role of the governors
- Monitoring & review of SEND funding
- Departmental and school self-evaluation
- School Improvement Plan priorities
- Scrutiny by the school improvement advisor and local Authority
- Parent reference groups
- Questionnaires and surveys of parents/carers
- Questionnaires and feedback from pupils
- External audits by Hammersmith and Fulham e.g. Safety and CP auditing
- Developing best practice e.g. moderation of pupil progress through SENDCO networks and local partnerships

SEND is kept under regular review through with the various governor committees and Full Governing Body Meetings.

15.0 Training and development

At Woodlane High School we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND. This is achieved through:

- INSET and training for staff delivered by professionals e.g. SENDCO, SLT, Specialist teachers, EPs, health professionals etc.
- Individual staff (teachers and TAs) specialisms e.g. communication, literacy interventions through attending training or received input at school from specialists e.g. PD, HI and VI or via programmes from specialist support services
- Induction led by the Lead Practitioner for new staff in school in relation to SEND policy and practice
- The SENDCO's own professional development e.g. attendance at SENDCO networks, courses, conferences and specialist knowledge and experience etc.

16.0 Complaints and Disputes

Parents with concerns about SEND provision in school should first discuss concerns with their child's teacher; arrange a meeting with the SENCO if issues remain unresolved; and then meet with the head of KS3/KS4 if necessary.

If informal resolution is unsuccessful, parents may use the school's formal complaints procedure.

17.0 Storing and Managing Information

Woodlane High School needs to keep certain information about its employees, pupils and other users to allow it to monitor performance, achievements, and health and safety, for example. To comply with the law, information must be collected and used fairly, stored safely and not disclosed to any other person unlawfully. To do this, Woodlane High School must comply with the Data Protection Principles which are set out in the Data Protection Act 1998. In summary these state that personal data shall:

- Be obtained and processed fairly and lawfully and shall not be processed unless certain conditions are met
- Be obtained for a specified and lawful purpose and shall not be processed in any manner incompatible with that purpose
- Be adequate, relevant and not excessive for that purpose
- Be accurate and kept up to date
- Not be kept for longer than is necessary for that purpose
- Be processed in accordance with the data subject's rights
- Be kept safe from unauthorized access, accidental loss or destruction

(See Data Protection policy for further details)

18.0 Comments, compliments and complaints

Any compliments given to Woodlane High School in general may be kept as record, shared with staff and/or pupils in the school newsletter.

Generally, a school complaint is any communication made by a person with a legitimate interest in the school, a parent for example, which expresses dissatisfaction about the standard of teaching, or about the conduct of members of staff employed at the school. The feedback received from complaints helps Woodlane as it strives to improve services. Any complaint made whether formal or informal will be handled within an appropriate time frame so that all parties involved feel comfortable with the proceedings and the response (see complaints policy for further guidelines).

Appendix 1

Key documentation

The following documents have informed this guidance:

- ✓ Special educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ✓ Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- ✓ Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- ✓ Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- ✓ Equality Act 2010
- ✓ Hammersmith and Fulham Local Offer