Woodside High School
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Special Educational Needs and Disabilities (SEN/D) Woodside High School Information Report

First reviewed: October 2016
Reviewed by: Gerry Robinson & Pauline McCausland
Next Review: October 2017

HoD = Head of Department
YAM = Year Attainment Manager
SLT = Senior Leadership Team
AEN = Additional Educational Needs
SEN = Special Educational Needs
EHCP = Education, Health and Care Plan

OUR VISION

The governors and staff of Woodside High School are committed to the inclusion of all students with additional educational needs and disabilities in the full life of the school, with equal access to a broad and balanced curriculum.

We will endeavour to provide the support and encouragement our students need to participate and make progress within the curriculum.

OUR VALUES

- We welcome difference and diversity: learning from and about diversity strengthens our community.
- We help all of our students to realise their potential and to recognise the basic equality of all people so that they can become responsible citizens who make a positive contribution to society and become life-long learners.
- We value, respect and celebrate the achievements of all students and young people.
- We are committed to working in partnership with parents and carers to ensure they are well informed and centrally involved in the life of the school.
- We will always involve parents and carers and their children in planning and reviewing progress; we know that parents/carers are the first educators of their child; we need their knowledge to plan effectively.
- We know that the earlier we identify additional educational needs and provide support, the more successful our students will be.
- We will provide expert support and resources for students with SEN/D to fulfil their potential.
- Our starting point is a whole-school approach to making provision for students with SEN/D: we make sure that all staff have the knowledge and skills to support all students with SEN/D in our school.

What kinds of special educational needs are catered for?

Woodside High School is a mainstream inclusive secondary school located in the London Borough of Haringey. All children who have been assessed as having special educational needs and disabilities will be catered for at Woodside High School. We make provision for students under the categories outlined in the SEND Code of Practice 2014 as those having needs under the umbrella of cognition and learning, communication and interaction, social, emotional and mental health or sensory and physical needs.

What policies are in place for identifying children and young people with SEND and assessing their needs?

The Woodside High School SEND Policy identifies the processes in place for students with SEND. A variety of assessments are in place for identifying needs and we use outside agency support as provided by the local authority to assess individuals. See the London Borough of Haringey Local Schools Offer for more information. The specific diagnostic testing used is dependent on the needs of the student, as well as any prior testing that has been undertaken for that student.
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.
The named person responsible for special educational needs is Pauline McCausland–SENDCo.

What arrangements are in place for consulting parents/carers of children with SEND and involving them in their child's education?

Parents/carers of children with identified needs are consulted in a variety of ways at Woodside High School. We have parents' and carers' evenings for each year group where parents can access people from the Inclusion Department. We also have Curriculum Support evenings for Year groups in the stages of transition to provide key information to parents/carers. Each child with an Education, Health and Care Plan will have an annual review to meet formally with parents/carers and other supporting agencies to review progress.
Those students who are having interventions in school will be contacted in written form and asked for feedback on their child's progress, as well as access to the SENDCo at parents' and carers' evenings.

What arrangements are in place for consulting young people with SEND and involving them in their education?

Students with statements or education, health and care plans are regularly consulted about their education and surveyed about their experiences at Woodside High School. Where possible, students with special educational needs will be involved in the School Council, and other school consultation groups to provide feedback to staff on their learning and school experience. Students are involved in interview processes for new staff which provides them with a voice in the selection process.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes?

Student progress is monitored regularly in school and all staff are responsible for assessing and reviewing their progress. The Inclusion Department also has a variety of testing procedures in place to review progress after specific interventions have taken place. Parents/carers are contacted and supported through the inclusion department, as well as the support and intervention team. Students who are identified as having difficulty making progress will also be seen by outside agencies where necessary to advise teachers on the most effective strategies for support.

What arrangements are in place for supporting children and young people in moving between phases of education and in preparing for adulthood?

The transition from primary to secondary school is very carefully implemented for students with special educational needs. The inclusion team visit the primary schools and meet with staff to discuss each child as an individual. Where a child has special educational provision, the SENDCo or members of the Inclusion department will attend the primary school for meetings with staff, parents and students. Students are supported by our Careers Adviser when moving between phases of education to post 16 and preparing for adulthood. Those students who have a statement or education, health and care plan will be supported on a one-to -one basis and their parents will also have meetings with our Careers Adviser.

What is the approach to teaching children and young people with SEND?

Woodside High School provides excellent academic opportunities for all students, including those with special educational needs. Students will be supported in mainstream, mixed ability 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.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

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.

What kind of expertise and training of staff is in place to support children and young people with SEND?

The SENDCo is an experienced qualified teacher, who has undertaken the National SENDCo award training. The Inclusion department also has three Lead Teaching Assistants with specialisms inautistic spectrum disorders, literacy and social, emotional and mental health. In addition there are two senior teaching assistants with specialisms in numeracy and 12 teaching assistants who provide in class support as well as withdrawal groups for targeted intervention.

The SENDCo, as part of the Teaching and Learning Team, is regularly involved in delivering staff inset to upskill the teachers in the school with strategies to support those with special educational needs.

How does the school evaluate the effectiveness of the provision made for children and young people with SEND?

The provision offered to our students with special educational needs is evaluated in a variety of ways. We survey parents/carers at annual reviews regarding their satisfaction with the provision offered to their children. We seek outside advice and involvement in the form of reviews to assess the quality of the provision we offer. The data we collect via raise online also helps us to value the effectiveness of the provision we offer to the students at Woodside High School.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

All students at Woodside High School are invited to take part in a variety of activities. Students with special educational needs are provided with equal access to all lessons, trips, clubs and activities. The Inclusion department provides provision for those students when needed so they can have equal opportunities to those without special needs. We pride ourselves on being an inclusive school at Woodside High School.

What support is in place for improving emotional and social development and what outside agencies does the school work with?

The support and intervention team along with year attainment managers and student services provide the students at Woodside High School 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 of offer when a child or young person needs that support. The Woodside High School offer for those with special educational needs and disabilities can be found in our schools SEND policy.

THE HARINGEY LOCAL OFFER

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.

http://www.haringey.gov.uk/index/children-families/send.htm

HOW TO FIND MORE INFORMATION ON THE LOCAL OFFER AND SEN/D

You will find our SEN/D Policy on our website, or you can collect a copy of the policy from the school reception.

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.