



WOODBIDGE
TRUST

Special Education Needs Policy

A Woodbridge Trust Wide Policy

**This policy will be reviewed in the light of any changes made by
Woodbridge Trust – Reviewed December 24**

At Woodbridge Trust, we are committed to delivering the highest standards of education for all pupils, ensuring that every student, regardless of their individual needs, has the opportunity to excel. This policy serves as a framework for guidance, highlighting our inclusive approach to raising standards and aligning with the core values of the Trust. It ensures compliance with the 2015 SEND Code of Practice and provides clear direction for all stakeholders, including Trustees, to support the inclusion and success of pupils with Special Educational Needs and Disabilities (SEND).

Philosophy of Inclusion

At Woodbridge Trust, we are dedicated to inclusive practices that support all students in becoming fully integrated members of school life. Our ethos is that every individual, regardless of their background or needs, has the potential for learning and growth. Through Quality First Teaching and targeted support, we aim to foster a learning environment where students are encouraged, respected, and empowered to reach their full potential.

Our mission—Inspiring Future Successes for All—reflects our belief that every pupil deserves the opportunity to succeed.

Legal Compliance

This policy aligns with the statutory requirements outlined in the SEND Code of Practice (2015) and other relevant legislation, including:

Equality Act 2010
SEND Code of Practice (2015)
Schools SEN Information Report Regulations (2014)
Statutory Guidance on Supporting Pupils with Medical Conditions (2014)
Teachers' Standards (2012)
Accessibility Plan
Medical Policy
Safeguarding Policy

The policy was developed in consultation with the CEO, SEND Governor, and the Executive Leadership Team (ELT).

Aims and Objectives

Aims

Our core aims for supporting pupils with SEND are:

To ensure access to a relevant curriculum for all pupils.

To foster strong partnerships with parents and carers in achieving personalized learning outcomes.

To create a safe, respectful environment where every student's self-esteem and confidence are nurtured.

To be recognized as a centre of excellence for supporting pupils with SEND across Bolton schools.

To develop inclusive learning experiences that prepare students for life beyond school.

To celebrate and recognize all achievements, building a community where success is shared.

To promote the active involvement of pupils in the planning and review of their educational provisions.

To work closely with external agencies and professionals to maximize pupil outcomes.

We will do this by:

Having high expectations for all children.

Ensuring that the children have a voice in decisions made about them and their setting.

Providing a broad, balanced curriculum and high quality, inclusive teaching for all pupils.

Following the graduated approach (assess, plan, do, review) and levels of intervention as described in the SEND Code of Practice, (2015)

Planning adaptive teaching that is appropriately matched to learning needs and ensures progression.

Using a range of organisational approaches and teaching styles to ensure learning needs are properly addressed.

Creating a language-rich environment where communication skills are prioritised and developed.

Creating effective learning environments where every child has the opportunity to experience success and have their achievements celebrated
Ensure that extra-curricular activities are barrier free and do not exclude any pupil.

Ensuring that children with SEND do not become overly dependent on adult support and work independently.

Ensuring that assessments are appropriate and give children the opportunity to demonstrate their own knowledge and attainment through appropriate means.

Ensuring that parents/carers are able to play their part in supporting their child's education keeping parents/carers informed and involved at all stages.

Working in partnership with outside agencies.

Ensuring that all staff understand their role and responsibility in meeting the needs of children with SEND and providing support, training and guidance to enable them to carry out their role effectively.

Assessment, Recording & Reporting

To monitor and track pupil progress:

The Head of School will maintain an up-to-date register and manage the transfer of relevant information between schools.

Teachers are responsible for the progress of all pupils in their classes.

Individualised Learning Plans will be developed and reviewed regularly to ensure that interventions are effective.

Pupil Progress Meetings will be held termly to assess the impact of interventions and adjust strategies as necessary.

Parents/carers will be consulted regularly to discuss their child's progress and the provision in place.

Supporting Pupils with Medical Need

We recognise that pupils with medical conditions also require support to ensure they have full access to education.

Please refer to the Medical Needs Policy for more details.

Roles and Responsibilities

Board of Trustees: Oversee the implementation of the SEND Policy and ensures that provisions are in place to support pupils with SEND. They also review the policy annually and ensure public accountability by publishing it on the school website.

Head of School: Responsible for the daily operation of the SEND policy, monitoring SEND provision, liaising with staff, parents, and external agencies, and updating the policy as necessary.

Identifying Special Educational Needs

Pupils at Woodbridge Trust may have a variety of needs, including:

Cognition and Learning
Communication and Interaction
Social, Emotional and Mental Health
Sensory and/or Physical

We will assess each pupil holistically, taking into account all factors that may impact their learning, and provide targeted interventions where necessary.

A Graduated Approach to SEND Support

Woodbridge Trust follows a 4-stage approach to providing additional support for pupils:

Assess: Gathering information and identifying barriers to learning.

Plan: Setting clear outcomes and specifying the support required.

Do: Implementing interventions and monitoring their effectiveness.

Review: Regularly assessing the impact of support and adjusting as necessary.

Continuous Professional Development

We are committed to continuous professional development (CPD) to ensure that all staff have the skills, knowledge, and expertise to support pupils with SEND. Specific training will be prioritized based on the needs of our students.

Ethnicity & Equal Opportunities

Woodbridge Trust is an inclusive organisation and actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

All our pupils receive equality of entitlement to all activities, whether curricular or extra-curricular. Wherever necessary, special provision is made in the way of adult support or supervision, adaptation of existing equipment or purchase of specific equipment.

Our policy is designed to be culturally appropriate and inclusive of all pupils. We will aim to avoid any form of racism, sexism and stereotyping.

Parents and Carers of Our Pupils

Our parents and carers wherever possible, are involved in meetings arranged to discuss and set desired outcomes and to review progress made towards these. During these meetings, they will be invited to contribute and give their own opinions about provision and learning experiences.

Partnership with our parents/carers plays a key role in enabling our pupils to achieve their potential. Woodbridge Trust recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents/carers of our pupils will be recognised as partners and supported to play an active and valued role in their pupil's education.

Information for parents/carers relating to the Local Authority and school's provision for SEND is available through the Local Offer and our Individual

School Offer published on the school website. This gives details of links with other agencies who offer support to the family and the pupil. The SEND Policy is also published on the school website. A hard copy of the school SEND policy is can be made available from the School Office.

Transition

Arrangements are made to collect all relevant information and records for new entrants from every stage at joining or leaving schools within the Trust. Transition meetings are held between the Class Teachers, Teaching Assistants and with the receiving school or class in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All our pupils in school take part in 'Transition Days / moving on moving up days' towards the end of the school year, where they will experience their new class environment and become more familiar with their new teachers and teaching assistants.

Records for pupils who move to other schools are forwarded to their new school.

Information about our Year 14 pupils is sent to their next setting during the Summer Term. This includes information about their learning and levels of attainment. Education Health Care Plans, minutes of review meetings with evidence of outcomes also shared. Where appropriate, meetings are held with adult health and social care services to ensure smooth transitions for all aspects of a pupils needs

Community links

The emphasis is upon learning within the home, school and community. Pupils will be given the opportunity to transfer knowledge, skills, attitudes and concepts that they have learnt to other situations. Some pupils are offered time learning in other settings, e.g. mainstream schools, museums, nurseries and the wider community. Social inclusion is encouraged wherever possible. Opportunities are created for the pupils to develop awareness of other cultures.

Monitoring

The Executive Exec Head / Head of School or Service and other SLT members monitor the day-to-day implementation of this policy.

The Board of Trustees ratify the SEND Policy and School Offer both of which will be located on the school website to ensure public accountability.

OFSTED inspections include the monitoring of SEND.

The Local Authority reviews Education, Health and Care Plans annually.

Storing and managing information

In line with Records Management Procedures, all SEND information is stored securely in school. If for any reason, information remains in school, any information relating to Statements of Special Educational Needs must be kept for 30 years after the date of birth of the child, before being shredded. Advice and information given to parents regarding special educational needs must be kept for 12 years following closure before being shredded. Pupil's SEND Files must be kept for 25 years after the date of birth of the child and then reviewed.

Dealing with complaints

If any parent has concerns about progress or provision, they should:

- Consult the Class Teacher, in the first instance.
- Consult the Head of School or Service
- Executive Head Teacher

If the problem is still unresolved the complaint should be addressed by the SEND Trustee, who deals with the complaint following the statutory procedure.

Dissemination of the policy

Exec Head / Head of School or Service, Trustees, all staff members and health professionals will have access to this policy. Copies are available in school for parents on request.

Woodbridge Trust is dedicated to supporting the unique needs of all our pupils. Through a collaborative approach, high expectations, and a commitment to inclusion, we strive to ensure every pupil can succeed and reach their full potential -**Inspiring Future Successes for All.**