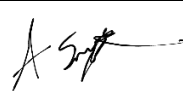
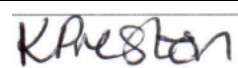


Policy/Procedure Name:		SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY	
Last Update:	June 2025	Next Update Due:	June 2026

Author	Alex Smythe
Signature of Authorised Individual	
Signature of the Director	

Introduction:

Willow Park School is committed to providing quality education to its pupils, all of whom have special educational needs and disabilities (SEND).

This policy outlines the school's approach to SEND in accordance with the Equality Act 2010 and the Children and Families Act 2014.

At Willow Park School, we embrace the fact that every child and young person is different and, therefore, the educational needs of every child and young person are different as defined by their EHCPs (Education, Health and Care Plans). These differences extend to the way in which children present their needs in the learning environment. We understand that each of our pupils have needs that are unique to them.

- Please see out [SEND Information Report](#) on our website for a parent-friendly guide to SEND at Willow Park School.
- Please refer to our [Accessibility Plan](#) which explains our approach to inclusivity for all stakeholders of the Willow Park Community.

Willow Park School provides a range of support for pupils. For some this may lead to reintegration to a mainstream setting, for others Willow Park School will remain their long-term provision.

The primary need for the majority of our pupils is their complex communication and interaction difficulties and delays. For many of the pupils this also impacts their social and emotional development. These complex needs are often expressed through the presentation of challenging behaviour.

An increasing number of our pupils have a range of additional educational needs, which generally fall under Learning and Cognition and/or Social Communication and Interaction. Whilst many factors contribute to the range of special educational needs experienced by our pupils, we believe that much can be done to overcome them by parents, teachers, other professionals and pupils working together. All of our pupils have experienced challenges in one or more mainstream schools and many have found school and learning difficult. All pupils join us with identified special educational needs (SEND).

Fresh Start at Willow Park

We understand that each pupil has had different experiences in their previous schools and that every parent/carer has a story to tell and needs to be given the opportunity to express what has worked well and what has not in their child's education. In order to build supportive relationships with parents/carers right from the start as part of the induction process a 'fresh start conversation' is arranged with parents/carers. Where pupils have a professional network already in place to support them, staff from Willow Park School will often hold a network meeting with those professionals.

Definition of SEND:

SEND refers to children and young people who have a learning difficulty or disability that calls for special educational provision to be made for them.

We believe in a team approach where there is a coordinated effort to support each pupil using the expertise and support from a range of professionals as well as fully involving parents and carers. We aim to be open and supportive in our approach.

Our School is supported to be as inclusive as possible, with the needs of pupils being best met within a specialist setting such as ours. Children's Special Educational Needs are thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

All school staff consider these four areas when planning and teaching lessons, and in day-to-day dealings with pupils. We have internal processes for monitoring the quality of provision and assessment of need.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Multi-sensory impairment

What is the Local Offer?

The Children and Families Bill of September 2014 states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0 to 25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to families locally, have a look at your home Local Authority's local offer on their website:

Warwickshire Local Offer	SEND Local Offer – Warwickshire County Council
Leicestershire Local Offer	What is the Local Offer Leicestershire County Council
North Northamptonshire Local Offer	Local Offer, SEND and EHC plans North Northamptonshire Council (northnorthants.gov.uk)
West Northamptonshire Local Offer	Local Offer West Northamptonshire Council (westnorthants.gov.uk)
Solihull Local Offer	Solihull Local Offer solihull.gov.uk
Oxfordshire Local Offer	Oxfordshire SEND local offer Oxfordshire County Council

Roles and Responsibilities

The named SENDCo at Willow Park School is **Joel Baldwin**. Joel is also the school's Head teacher.

Roles and Responsibilities of the SENDCo

- To play a key role in delivering the strategic development of the SEND policy and provision.
- To oversee the day-to-day operation of the school's SEND policy.
- To monitor the needs of SEND children with all staff.
- To establish and maintain a provision map for all children.
- To monitor individual records and assessments
- To liaise with and seek advice from appropriate outside professionals and allocate their time effectively for the benefit of the children.
- To support class teachers in the production of targets and monitor the effectiveness of interventions, ensuring all pupils make continued progress.
- To provide advice for staff in regard to appropriate resources and support strategies.
- To ensure that all staff follow the correct procedures.
- To organise and chair EHCP annual reviews, following local authority guidance.

- To provide and lead CPD sessions for class teachers and support staff.
- To keep their own skills and knowledge updated by attending appropriate training courses.

Principal:

- To allocate roles and responsibilities to staff so that special educational needs are met and monitor and support the work of the SENDCo.
- To ensure that the needs of children with SEND are met within the school.
- To allocate finances and resources to meet the needs of all children with SEND and disabilities.
- To ensure that parents and children (as appropriate to their stage of development) are involved in discussions on targets and progress.

Class teachers:

- To provide 'Quality First Teaching' strategies and scaffolding to meet the needs of all children in their lessons.
- To identify potential additional needs of individual children in their class and refer them to the SENDCo
- To know their pupils needs and differentiate learning accordingly..
- To work with external agencies in supporting the children.
- To work with parents, to review and update the outcomes of their EHCP targets 3 times a year.
- To set targets for interventions, and carefully monitor progress and impact, and subsequently change them if necessary.
- To ensure the provision outlined in their pupils' EHC Plans is implemented, and their outcomes are reviewed termly in the form of the assessment review.
- To ensure TAs are supporting pupils in their class, as directed.
- To ensure that the Headteacher, SENDCo and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.
- To be fully aware of the school's SEND policy.
- To work in collaboration with parents to support them with external agencies, such as Early Help and the Family Information Service.
- To monitor pupil attendance and support families where necessary.

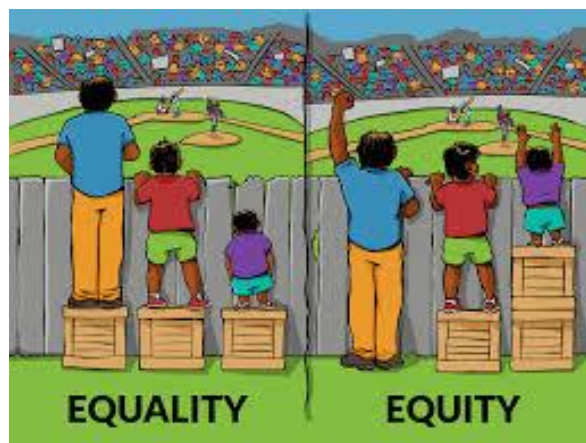
Teaching Assistants: Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher (or external professionals) and the SENDCo.
- To keep records of this work as requested and liaise closely with the class teacher about the progress the child is making in relation to the targets set.
- To support children in class or by withdrawing individuals and small groups, as appropriate.

- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.
- To provide advice to teachers regarding interventions appropriate for Cognition and Learning, Physical and Sensory and Communication and Interaction needs of their pupils.
- To support the SENDCo with their roles and responsibilities.
- To oversee the emotional well-being of children in school in liaison with staff.
- To work in collaboration with SENDCo to ensure pupils' SEMH needs are fully met, particularly those surrounding mental health and well-being.
- To liaise with outside professionals to ensure their Social, Emotional and Mental Health needs of the children and families are fully met.

Whole School Approach

Equality Vs Equity



Whilst, at Willow Park, we understand our Equality duties, we provide equity to staff and pupils. Put simply, equality means treating everyone the same way, irrespective of factors such as status or identity. Equity, on the other hand, means **treating people differently in certain circumstances for equality of opportunity to be possible.**

Creating equity is important within society as it puts pupils on a more level playing field, leads to better social and economic outcomes across wider society, allows pupils to feel more engaged and looked after, and leaves staff feeling more confident that they're succeeding in their role.

The Definition of Disability under the Equality Act 2010 states that a person has a disability if:

'They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.'

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Teaching pupils with SEND at Willow Park School is based around a philosophy that **quality first teaching** supports all SEND pupils. It is a whole-school responsibility and the SENDCo supports staff at all levels to meet pupil's needs. Staff can refer pupils, where they have

additional concerns around wellbeing or progress. The core of the teachers' work involves a continuous cycle of assess, planning, teaching, and reviewing, considering the differences in pupils' needs, abilities, talents, and interests. All staff members attend weekly school training (e.g. in Makaton) to ensure that their practice is continuously being developed so that they are up to date with the best practice in supporting pupils with SEND.

Where specific needs are identified, we use three waves of support

- Universal
- Targeted
- Specialist

'Waves of Support' at Willow Park

1. The Universal Wave

The Universal Wave ensures that systems across the school support the SEND needs of the pupils and that all staff are aware of up-to-date practices with SEND through staff training and continuous professional development. Quality First Teaching is the first step in responding to pupils who have SEND. Teachers are responsible and accountable for the progress of all pupils in their class.

We make the following adaptations to ensure all pupils' needs are met:

- Pupils are taught in a small class group on occasions (but tend to have small group or individual sessions with staff) and are taught to their individual needs based on a thematic curriculum. There is a very high staff to pupil ratio in every class.
- Differentiating the curriculum to ensure all pupils are able to access it, for example, through the use of specific resources and strategies to support pupils individually and in groups.
- Child-centred planning and careful assessment ensures the curriculum is engaging and personalised to support the best possible progress for all pupils.
- Adapting the learning environment as necessary, for instance to provide an area to support self-regulation, independent or one to one working.
- Using a range of interventions supported by a multi professional team employed or commissioned by the school.
- Using recommended learning and communication aids, such as AAC devices, visual timetables, larger font, aided language displays and Communication Boards. The classroom is communication friendly, using visual prompts and strategies recommended by the Speech and Language Therapy service.
- Differentiating teaching, for example, by providing longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting the curriculum for those pupils who are working at the very early stages of learning to ensure that next steps in their development are clearly planned and catered for.

Our curriculum is designed to support our pupils to prepare for their next stages of development and, ultimately, to maximise their independence for future endeavours.

For our pupils this means:

- The teacher has the highest possible expectations for all pupils in their class.

- All teaching is built on what pupils already know, can do and can understand.
- Different ways of teaching are in place to encourage your child to be fully involved in the learning process. This may involve access to more practical learning opportunities.
- Specific strategies (suggested by specifically trained professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided if your child has a gap or gaps in their understanding and learning. Extra support, if required, is then made available through targeted support within the curriculum or in addition.
- Specific group work.
- Interventions which may be run in the classroom or a group room by a Teacher or Teaching Assistant.

2. The Targeted Wave

The second method of support is the Targeted Wave. This is where the SENDCo will advise teaching and support staff on how best to meet the SEN needs of identified pupils with targeted support strategies. The SENDCo will offer guidance on the differentiation of materials and resources. If needed, they could be timetabled to provide extra support to targeted pupils in class.

This may involve groups run by partner agencies, e.g. Speech and Language Therapy in conjunction with school staff. Children's needs change over time and if it is identified by the Class Teacher, in conjunction with a member of management, that extra specialist support is required, a referral to that specialist will be made.

3. Specialist Wave

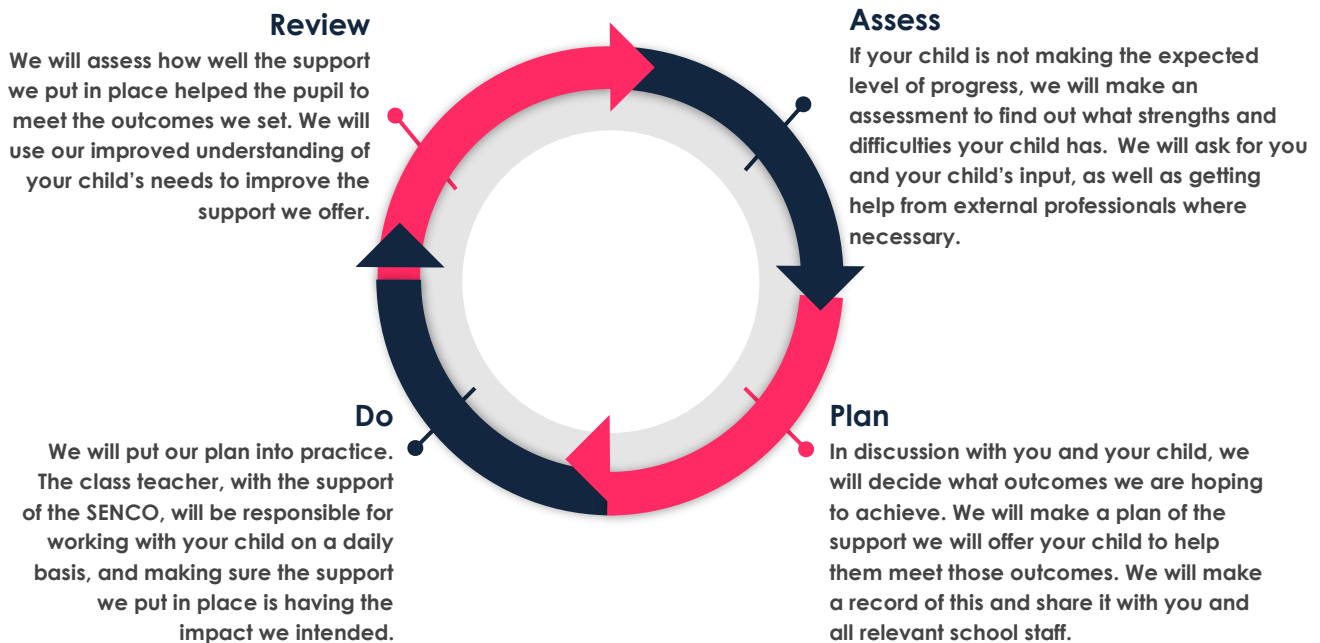
The third method of support is the Specialist Wave. It is most often the starting point for pupils at Willow Park School and is most relevant for our pupils because they have already been identified with a special educational need or disability. Our teaching assistants and teachers will timetable, monitor and contribute to the delivery of an individually tailored programme so that pupils can make progress in every area of development. It might include a specialist intervention, such as a bespoke social skills programme or Play Therapy.

It will include:

- Specific programmes developed by the therapist, which will be delivered in class or in some cases outside of the classroom (in the case of teaching a new skill or specific physiotherapy exercises).
- Targets and recommendations from professionals involved.
- An outline of the amount of additional support your child will receive.
- The strategies that must be put in place.
- Long- and short-term goals.

Graduated Approach

In order to ensure the correct level of support is provided, we follow a four-part cycle known as the 'graduated approach' which is a 4-part cycle of **assess, plan, do, review**.



'Assess, Plan, Do, Review' is an ongoing cycle of provision which is built around the targets in pupils' EHCPs. Where new, additional needs arise or where progress is limited, the pupil will reach the 'specialist stage' defined in the previous paragraph. At this point, as part of the 'Assess' stage of the graduated approach, the headteacher may contact parents to discuss a referral to an appropriate outside agency for advice and support through an observation and assessment, including:

- Specialist Teacher Service (STS)
- Communication and Interaction specialist
- Social, Emotional and Mental Health specialist
- Educational Psychology Service (EPS)
- Speech and Language Therapy (SALT)
- Integrated Disability Service (IDS)
- Hearing Impairment (HI) team
- Vision Impairment (VI) team
- Complex Needs team

If, at stage 3 (Specialist), the interventions have not been successful this needs to be highlighted to the headteacher. At this point a discussion will take place at their 'Annual Review' regarding the intervention and look at further steps to support the child. If the SENDCo feels it necessary to call an emergency review (for example if the review is not due to take place for 6 or more months, or particular behaviours are considered extreme) the SENDCo may call an early review of their EHCP with the local authority.

Assess and Review

Assessment at Willow Park School is personal to the individual and is monitored by the Class Teacher. We use a number of different systems that are combined to provide a holistic view of each child and their individual progress. The main method of recording assessments is through Willow Park's 'Roadmap' system and this is shared with parents on Tapestry on a daily/weekly basis through annotated photographs and video.

Annual targets will be set (and will form part of the child's 'Pupil passport'). These targets are designed to meet agreed education and/or social and/or health needs. Progress against these targets is reviewed regularly, evidence for judgements assessed and a future plan made. This is updated on a termly basis and reviewed by the SENDCo and Principal at the end of each term.

Willow Park School also uses the Engagement Model. The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

In addition to the formal assessments, we use ongoing observations of each individual to support progress and inform next steps. Regular book scrutinies and lesson observations are carried out by members of staff to ensure that the needs of all children are met and that the quality of learning and teaching is high. The progress of children will also be formally reviewed at the annual EHCP Review by all adults involved with the child's education.

The 'Do' Stage

All of our pupils have an Education Health and Care Plan that outlines the provision that is needed to support them. This then forms the basis of how much support each pupil will receive and forms the basis of their 'Pupil Passport'. Each child's Pupil Passport brings together their needs into one document and defines their developmental targets and goals.

Occasionally, children's needs change and, therefore, the school will make decisions, in partnership with families and linked agencies, to enhance provision.

The staff at Willow Park school will support children's medical needs and, when necessary, will complete training in order to support the needs that arise. Staff work closely with Occupational Therapy and SALT in order to support pupils.

We recognise that some children have additional emotional and social needs that need to be developed and nurtured and this will be supported by staff through individual therapies

and a differentiated approach to behaviour management. For those children who find aspects of this more challenging, we offer opportunities for one-to-one support with play and a responsive range of interventions.

Staff at Willow Park School highly value links between home and school, supporting children to be ready and able to learn. With your permission, if your child needs further support, the school can also help you to access a range of services, such as Child and Adolescent Mental Health Service (CAMHS) and The Early Help process.

Behaviour and SEND

Please also refer to the detailed guidance in our Behaviour Policy.

At Willow Park School we aim to promote **positive behaviour** and support children to improve/modify negative or challenging behaviour. We fundamentally believe that behaviour is a form of communication. As such, we endeavour to find alternative ways for the children to make the right choices to communicate in a positive and appropriate manner.

Willow Park School offers education to children and young people with autism and associated difficulties between the ages of 5 year and 11 years of age. Due to the nature of these difficulties, the children can exhibit a heightened level of anxiety, often associated with their social communication and social interaction difficulties. Challenging behaviours can arise from:

- anxiety,
- frustration,
- breakdown in communication (including difficulties arising from social communication, social interaction either in person or, as the children move through KS1 and KS2, via online and social networks),
- increasing uncertainty or change,
- physical over-stimulation,
- inability, at times, to emotionally self-regulate.

Pupils at Willow Park School have various sensory requirements and this can result in behaviours that challenge, should their sensory requirements not be met. Pupils have difficult processing social interactions, often resulting in misunderstanding of other peer's/staff intentions. They also find it difficult to self-regulate and manage their emotions. Most pupils find empathy and attempting to understand other people's views extremely challenging. Repairing relationships can prove particularly challenging as well as taking accountability and responsibility for their own actions.

Behaviours that challenge can include:

- biting
- climbing
- self-harm
- physical aggression
- deliberately targeting others

- attempting to exit and abscond from the classroom or site
- uncooperative behaviour
- verbal aggression
- destruction to the environment.

Willow Park School offers children placements who have the potential to exhibit, at times, extreme behaviours that challenge staff. Our aim is to provide the children with the 'tools' to manage their own behaviour in order that they can lead as independent and dignified lives as possible moving into the transition to secondary education.

This serves to minimise the impact negative behaviour can have upon learning and also ensures that all members of the school community feel empowered to act positively. We discourage restrictive physical intervention in all but the most serious or extreme cases in which a child poses a risk to themselves or others.

SEND Resource Provision at Willow Park

A child's Education, Health and Care Plan forms the foundation of their learning. From this, the teachers and Teaching Assistants will (in the child's Pupil Passport) identify Targets and Goals that are flexible to the ever changing needs of the child, ensuring that the barriers to learning are overcome as quickly and effectively as possible. These are informed by advice from a range of support services such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists.

We are a small school and most learning is supported in small groups and one-to-one sessions. The allocation of resources is linked in a bespoke manner to each child depending on their needs identified in their Pupil Passport. The way that the school uses these resources will be demonstrated through targeted provision mapping, directed staffing to meet individual needs and resources linked to pupils EHCPs and Passports.

Mental Well-Being and Emotional Support

The SENDCo oversees the emotional well-being of children in school, with the support of the other school staff. A child may be referred to him by a member of staff, by a parent or, in some cases, through the child themselves and an appropriate form of action will be taken. This may take the form of 1:1 or small group work, working with the class teacher to put supportive plans in place, or it may be that outside agencies, such as a counsellor or CAMHS, are involved. If outside agencies are recommended to be involved, parents or carers will be consulted, and the SENDCo will liaise with staff when appropriate. Once intervention has been implemented, the actions put in place will be reviewed. It may be that no further action is needed, that the actions are modified or that further action is required. A meeting will be arranged with parents or carers to review the support and whether, in addition to what is being provided, it may be necessary to instigate the Early Help process through Children's Social Care.

Review

All pupils at Willow Park School have an Education Health Care Plan (EHCP), which is reviewed annually, indicates their needs and maps the provision required to support them in their development. Ongoing and rigorous assessment (Willow Park Roadmap) ensures that teaching is adapted and matched carefully to the pupils' needs.

Every child's EHCP will be reviewed annually using a Person-Centred approach. The school takes children from a number of different Local Authorities (LAs) and, as such, the SENDCo ensures that the relevant LA's procedures are followed for the pupil's home Local Authority. For more information about what to expect during an annual review in Warwickshire:

<https://api.warwickshire.gov.uk/documents/WCCC-600065477-296>

The Annual Review will be chaired by the SENDCo or Principal. Reports will be submitted by the Class Teacher, Teaching Assistants and anyone else working with the child, for example the Speech and Language Therapist. The parents' and the child's views will also be recorded. All agencies working with the child will be invited to the annual review. If there are concerns about the progress or behaviour of a pupil then an Annual Review can be held at any time during the year and more than one can be held in the course of a year. The annual review can be used to:

- Request additional support for the pupil.
- Request changes to the EHCP outcomes.
- Alert the LA of an expected change to educational setting (eg. from Primary school to Secondary school).
- Review the appropriateness of the school setting in the unfortunate event of a pupil with an EHCP facing permanent exclusion – an annual review **MUST** be held prior to an exclusion meeting.
- Request that the EHCP is no longer maintained as the pupil has made significant progress and the plan is no longer appropriate.

Complaints

In the case that a parent is dissatisfied with the provision in their child's EHCP, they should raise it with the SENDCo in the first instance. The child's Class Teacher and SENDCo will work closely with parents at all stages in his/her education and will always strive to resolve any issues as promptly and efficiently as possible. Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The schools' [Complaints Policy](#) is available on the school website.

If your complaint is regarding a decision surrounding an Education Health and Care Plan, then, following a conversation with the SENDCo and Principal, the next stage would be to complain to your home Local Authority Special Educational Needs & Disability Assessment Review Team (SENDAR). If you are still unhappy with the decision, or if your complaint is about discrimination then you can make a complaint to the Special Educational Needs and Disability Tribunal (SENDIST).

Working in Partnership with Parents

Willow Park School values the partnership between the school and parents, carers, and other professionals, and recognises the importance of working together to support SEND. The school will keep parents, carers, and other professionals informed about the support that is being provided for their child and will involve them in the decision-making process. At Willow Park School, we aim to ensure we have the invaluable input of parents throughout all stages of identifying and addressing any additional needs our pupils may have. By doing this in partnership with parents, we can:

- Identify and intervene as early as possible
- Ensure the continuing social and academic progress of our pupils
- Guarantee personal and academic targets are set and reviewed effectively

The SENDCo may also signpost parents to the local authority's parent support service, SENDIAS, who provide advice, information and support on matters relating to SEND and aim to work in partnership with parents, children and young people in order to achieve positive outcome.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Warwickshire SENDIASS	Barnardo's Warwickshire (warwickshiresendiass.co.uk)
Leicestershire SENDIASS	Welcome SENDIASS (sendiassleicestershire.org.uk)
West Northamptonshire SENDIASS	SEND Information, Advice, and Support Service (SENDIASS) - WNC West Northamptonshire Council (westnorthants.gov.uk)
Solihull SENDIASS	Solihull SEND (Special Educational Needs and Disability) Information, Advice and Support Service - Family Action (family-action.org.uk)
Oxfordshire SENDIASS	SENDIASS Oxfordshire Information, advice & support in Oxfordshire (sendiass-oxfordshire.org.uk)

Parents and carers are fully involved in the education of their children. Regular communication is maintained via Tapestry, Whatsapp, telephone calls, emails, online apps, End of Year Reflection Meetings and an Annual (EHCP) Review meeting. Additionally, parents and carers have opportunity to discuss their child's learning and progress with the staff at any point during appropriate term-time hours. Some children with very complex needs will also benefit from termly meetings. Positive and supportive involvement of families is welcomed at Willow Park School. As a school, we welcome the involvement and contribution of families through parent helpers and volunteers, fundraising activities and welcoming families into school for special events.

Pupil Voice

All pupils are treated with dignity and respect. The personalised curriculum and the strong and trusting relationships built with staff ensure that pupils' views are listened to (often interpreted) and taken into account in all aspects of their school life. The School will listen and provide the pupils with an active voice within the decision process at Willow Park School. We understand how important it is for all children to be involved in their learning. We involve pupils, as appropriate, in reviewing their individual targets and discussing the progress made, providing next steps in learning through verbal discussion with adults and effective feedback and marking during lessons. Pupils are supported to provide their views on their strengths, hopes and aspirations for the future for their annual EHCP Review.

Transition

Transitions into Willow Park School

The school liaises closely with feeder schools and nurseries and any records for children (and their already identified SEND needs) are passed on to us. We also hold focused discussions with School/Nursery staff, as appropriate, about the best way to support these children in transition to our school. For some children, additional transition visits can be arranged to support a successful transition into Reception.

Our [Pupil Induction and Reduced Timetable Policy](#) helps parents to understand our bespoke induction process for all pupils.

Transitions between year groups at Willow Park

Willow Park School is a small school and, as such, children will have the same class teacher for a number of years so it is easy for us to help pupils to be prepared for a new school year. Most of the transition work will take place in the first few weeks of the Autumn term in which we gently ease pupils back into school life, recognising the destabilising impact of the school holidays.

Transition beyond Willow Park

At the moment, we only have pupils in Key Stage 1 and early Key Stage 2 at Willow Park School so it is extremely unlikely that pupils will transition to a different school for a number of years. When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

If transferring to secondary education, the SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children moving on.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently (as appropriate)
- Helping children understand what the environment is like

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of

barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children. The school will take steps to remove barriers to learning and participation for SEND, including making reasonable adjustments to the curriculum, environment, and teaching methods.

As a special school we believe that accessibility should be measured in more than just physical terms and so place an emphasis on an accessible environment for those with physical, sensory, communication and emotional needs. The school provides a bespoke learning environment with flexible use of spaces. For example:

- The school is on one level
- The learning environment is communication friendly where language levels are appropriate to individual needs.
- There is clear symbol supported signage across the school. Visuals and objects of reference are used to support pupils understanding of key areas of the school building.
- There is an accessible toilet and a personal care room is available. There are also shower facilities if required.
- The site is flat, and any slopes are very gentle.
- We ensure, wherever possible, equipment used is accessible to all pupils.
- Individual pupils are supported at lunchtime by a member of staff, if their needs require specific support.
- Class Teachers plan educational visits carefully, ensuring that the accessibility needs of individual pupils are met, and there are fully accessible minibuses available for pupils who require wheelchairs.

Please see our [Accessibility Plan](#) for more details.

Training and Professional Development:

Willow Park School will ensure that all staff receive regular training and professional development to support SEND effectively.

The school provides bespoke training and support in relation to pupils' specific needs and also broader training on SEND issues, such as Autism Spectrum Disorder (ASD), speech and language difficulties and attachment difficulties. Individual teachers and support staff attend training courses run by outside agencies to develop specific expertise, strategies and processes, such as TEACHH, Intensive Interaction, Team Teach and Alternative and Augmentative Communication, which are relevant to the needs of pupils in their class.

Staff are encouraged to gain specific qualifications, training and expertise so that they can offer advice, support, guidance and training to other staff and families.

The school will ensure that all staff have a good understanding of the SEND Code of Practice and the Equality Act 2010, and are familiar with the school's SEND policy and procedures.

Working with other professionals

Willow Park School is committed to working in partnership with other professional bodies to meet the needs of all of our children. The school works with Warwickshire Local Authority using specific services from the list below:

- Integrated Disability Service (IDS) <https://schools.warwickshire.gov.uk/early-help-targeted-support/integrated-disability-service-idsteaching-learning>
- Educational Psychology Service (EPS) www.warwickshire.gov.uk/educationalpsychology
- Occupational Therapy Service (OT) www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy
- Physiotherapy Service www.swft.nhs.uk/our-services/children-and-young-peoples-services/childrens-physiotherapy-service
- Speech and Language Therapy (SALT) www.swft.nhs.uk/our-services/children-and-young-peoples-services/speech-and-language-therapy
- Hearing Impairment Service www.swft.nhs.uk/our-services/children-and-young-peoples-services/childrens-audiology-hearing
- Visual Support Service www.exhallgrange.co.uk/vision-support-service/
- Specific Counselling Services www.warwickshire.gov.uk/mental-health-wellbeing/counselling-bereavement-service/2
- Community Children's Nursing Team www.swft.nhs.uk/our-services/children-and-young-peoples-services/community-childrens-nursing-team
- Early Help Team www.warwickshire.gov.uk/children-families/early-help-warwickshire/1
- Child and Adolescent Mental Health Service (CAMHS) www.cwri.co.uk

Review and Monitoring:

Willow Park School will review and monitor its SEND provision regularly to ensure that it is effective and meets the needs of SEND.

The school will use feedback from parents, carers, and other professionals, as well as pupil progress and outcomes, to inform its approach to SEND.

Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.