Wolverdene Special School
SEND Policy 2026

Approved by School: Headteacher: Nathalie Akhmatova Date: 24th June 2026	Signature: 
Approved by Governing body: Chair: Jo Lloyd Date: 24th June 2026	Signature: 
This policy will be reviewed annually. This policy will be due for review in June 2027	

1. Introduction

Wolverdene school is a maintained primary school designated to meet the needs of children with SEMH (Social, Emotional or Mental Health) needs. All children who attend the school have an EHCP (Education Health Care Plan), defining their needs and are placed within the school in order for those needs to be met. The school also runs a 10 bed residential provision known as 'The Lodge'. Wolverdene currently provides additional and different provision for a range of needs, including:

- Difficulties that impact on learning with particular regards to Social, Emotional and Mental Health needs, for example, Developmental Trauma, Reactive Attachment Disorder, Insecure attachment, PTSD (Post Traumatic Stress Disorder) Foetal Alcohol Spectrum conditions, Autistic Spectrum Conditions, ADHD (Attention Deficit Hyperactivity Disorder), Pathological Demand Avoidance (PDA), Oppositional Defiance Disorder (ODD), Conduct disorder, psychosis, anxiety and depression, and challenging behaviours.
- Additional difficulties may also be identified such as specific learning difficulties, for example dyslexia, dyspraxia and dyscalculia, as well as SLCN (Speech, Language and Communication needs.
- We acknowledge that presentations of any of the above will impact on pupils' abilities to engage with learning and that reasonable adaptations will need to be made in order for pupils to make progress and develop.

1. Aims

This policy aims to:

- Set out how our school will support and make provision for pupils with special needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Roles and responsibilities

2.1 SENCO

The Senior Leadership team have assumed the responsibilities of a SENCO (Special Educational Needs Co-ordinator), and the Headteacher has overall responsibility. They will:

- Work with the governors to determine the strategic development of the SEND policy and provision within the school
- Have day to day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including all children with EHCP
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the school's delegated budget and other resources to meet pupils' need effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to adjustments and access arrangements
- To ensure the school keeps the records of all pupils with SEND up to date.

2.2 Class teachers.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with TAs (Teaching Assistants) or specialist staff to plan and assess the impact of support and interventions
- Working with the SLT in their role as SENCO, to review each pupil's progress and development and decide on any changes to provision

- Working closely with parents, carers and outside agencies to share strengths and challenges pupils face and consider plans to support progress
- Ensuring they follow this SEND policy

2.3 Consulting and involving pupils and parents

The school meets with parents and the child before starting at Wolverdene. This may be through visits to the school, home visits, or visiting the child in their current setting. Once the child has started at Wolverdene, there is regular contact through home-school books, phone calls and emails to update about learning and behaviour, positive messages as well as being transparent about things that cause concern. The Head teacher sends out an annual parent survey that informs the School Improvement plan, and parents and carers attend EHCP review meetings and Positive Behaviour Support meetings. Additional parental consultations can occur throughout the year through mutual arrangement.

Fostering a sense of agency is vital to pupils feeling a sense of ownership and belonging to the school. All pupils are involved in their EHCP reviews, through recording their views and when appropriate attending the review meetings. In addition the school runs a school council, meeting once every half term so that the representatives from each class are able to meet with the headteacher, as a group and share views, thoughts and feelings about school improvement, and to develop a shared sense of responsibility about being part of the school community.

2.4 Assessing and reviewing pupil's progress towards outcomes

Every pupil is assessed against the school's 'Earwig' assessment tool. In addition, reading, writing and maths is assessed three times a year against age-related expectations. Pupils are also assessed 3 times a year against the Boxall Profile, which looks at social and psychological areas of need. The school also collects SDQ data (Goodman's Strengths and Difficulties Questionnaire) for children for whom specialist external interventions may be identified as helpful. Assessment judgements are moderated internally, within teachers' meetings, as well as a sample for external moderation of Year 6 pupils, with a similar school. The EHCP is central to considering progress towards the children's outcomes and targets. The class teacher will carry out a clear analysis of the pupil's needs, drawing on:

- The teacher's assessment and experience of the pupil
- Assessments from previous teachers and schools, where relevant
- The views and experiences of parents
- The pupils' own views
- Advice from external support services
- Behaviour data
- Individual development in comparison to their peers and national data

This information is shared with the Assistant Headteacher, who manages the whole school databases, and reports to the Head teacher and governors. All teachers and support staff who work with pupils will be made aware of pupils' needs, the support provided, and any teaching

strategies and approaches that are required. The school will regularly review the effectiveness of the support and interventions and the impact on pupil progress.

Annual Reviews

All of the pupils at Wolverdene have an EHCP drawn up by the Education Authority which summarises the multi-professional assessments of the pupils' educational needs and details the types of provision that ought to be in place to address these needs. The EHCP is reviewed annually and looks at:

- The special education provision made for the child to ensure it is being effective
- The Health and Social Care provision being made for the child, ensuring its effectiveness and that good progress is made towards outcomes
- The continuing appropriateness of the plan, provision and placement, and whether changes are required, or the plan discontinued
- Setting new interim targets for the coming year, and where appropriate agreeing new outcomes

The meetings will be chaired by the Headteacher and will follow a timetable of meetings that depend on the year group of the child. This is to ensure regular reviews and meet County deadlines when considering secondary transfer issues.

2.5 Our Approach to teaching pupils with SEND

Wolverdene exists to meet the needs of children with particular Special Educational Needs. We start with the needs of the learner, as set out in their EHCP and how the child presents within the school. We then plan an individual educational programme that will help to overcome the barriers to learning that the children face. In addition all pupils will have a Positive Behaviour Support plan that details how behaviour manifests and what adults need to support. Teachers will adapt their classes, differentiate the curriculum, adapt the most effective communication systems and manage the special resources to ensure that each child makes the best progress they can.

Teachers are responsible and accountable for the progress and development of the pupils in their classes. High quality teaching is our first step in responding to pupils with SEN. This will be adapted for individual pupils. Knowledge about the pupils is shared to consider the most appropriate class for the child, and the Head teacher will hold the final decision about class placements. This arrangement means that it may not be necessary for pupils to change classes every September and the trusting relationships built up with teachers can be developed. This can also lessen the anxiety pupils feel about change, and support with continued progress. The school delivers core curriculum, through differentiated National Curriculum subjects and Topics as the inspiration and stimulus for much learning. Due to the designation the school, there is a clear emphasis on personal, social and emotional learning throughout the day and there are frequent learning opportunities about processing unsafe feelings and behaviour, as well as time to reflect and repair when relationships are affected by unsafe behaviours. In addition some pupils will access an enhanced or specialist offer depending on their presenting needs, and this

will be agreed through the RAS (Referral, Assessment and Strategies) team, following referrals from class teachers and triaged after SDQs have assessed prioritisation of need.

2.6 Adaptations to the curriculum and learning environment

Wolverdene is arranged over 2 levels, with stairs connecting these. The school has two floors in the main building and there are several stairs linking the entrance to the school to the classrooms and hall. However, there is step-free level access at the rear of the school to these areas, and in addition, the school has accessible toileting facilities.

Staff work hard to ensure that all activities are as accessible as possible to all pupils or appropriate variations of activities are offered. Regular trips into the local community are arranged once risk assessed.

The Lodge is set on two floors and the upper floor is only accessible by stairs. Access to the Lodge is not step-free and currently the school is unable to accommodate pupils who are wheelchair users in the Lodge.

The curriculum is adapted for the learning needs of the pupil and recognises the various ways in which pupils make progress. Teaching is differentiated and whole class and small groups, individual work allow pupils to make progress. The schemes of work delivered are linked to the programmes of study for Key stage 1 ad 2 of the National Curriculum. These activities will have been carefully developed to provide continuity, progression and age-appropriate learning contexts. Many pupils will need to revisit aspects of learning for a variety of reasons. Wolverdene acknowledges that the majority of pupils have a small window of tolerance for making mistakes and the implications this has on learning. Many pupils move between age-appropriate issues and interests, as well as being overly occupied with many adult concerns, whilst also needing to revisit earlier developmental stages in attempts to process life stories. Therefore the curriculum needs to reflect these pupil needs. The key to success in our curriculum tasks for Wolverdene pupils is the way that the tasks have been differentiated to meet the needs of the individual. It can be by:

- Content
- Interest
- Level
- Access
- Structure
- Sequence
- Pace
- Response
- Staff time
- Teaching style
- Grouping.

The balance between all these different aspects for an individual will be determined at the review of the EHCP, in consultation with school staff and parents and carers.

2.7 Additional support for learning

Each class has a team led by a teacher. The team comprises of 2 or 3 Learning support assistants, depending on the needs of the group, and individuals within the group. We also have an interventions team who offer additional nurture sessions, maths and literacy booster sessions for pupils triaged through the RAS team. The school receives support from an NHS SALT (speech and language therapist), who attends once a fortnight In addition for those children with SALT listed in their EHCPs the school has contracted a SALT for 1 day a week to work with these children.. Some pupils will be referred to attend the Lodge due to complexity within the home that is presenting as an additional barrier to accessing education. Wolverdene benefits from a Dance Movement Psychotherapist for 2 days a week, and a Play Therapist for 1 day a week. Pupils are able to access these interventions once teachers have referred to RAS and need has been triaged. Other interventions within the school include Lego-based ® therapy to support social competencies, Better Reading and Talkabout. We work with the following agencies to provide support for pupils with SEN

- NHS therapy staff (SALT & OT)
- Social Services
- Youth Crime Prevention services
- CAMHS, including forensic CAMHS
- Local Police Community Support officers (PSCO)
- Prison related charities
- Specialist police programmes such as PREVENT
- Universities and other research-based developmental activities
- Visiting creative arts and science based consultants
- Young Carers

2.8 Children who find full time school overwhelming

Wolverdene will always want children to attend full time school provision. Wolverdene also acknowledges that for some children the social, sensory and learning demands can be overwhelming and as such may fail to thrive within school. This is usually shown through increasingly unsafe behaviours and requests to go home or get suspended. As we would seek to avoid such situations, it is important for the school to work with families, SEN and HCC Inclusion department to look at ways of improving the mental health and well-being of these children by considering a bespoke package of education. This may include a Reduced Hours timetable with support from Alternative Provision, or in very rare cases, for the school to manage an EOTAS (Educated Other Than At School) package. These arrangements are transparent and regularly reviewed through the appropriate channels.

2.9 Expertise and training of staff

The school is well placed to meet the needs of the pupils attending. We have a wide and varied programme of Continuing Professional Learning for staff, providing the specialist training needed to understand and meet the complex psychological, social and emotional needs of our pupils.

The school has a comprehensive induction programme that covers all areas of a new staff member's responsibilities. This includes Safeguarding, Health and Safety, Positive Behaviour Support, reporting and recording incidents, professional conduct, de-escalating strategies, restorative conversations. We have at least 5 INSET days a year and training focuses on SEMH issues, such as attachment theory into practice, as well as learning and curriculum needs. Staff are also trained in restrictive Physical interventions, so these can be carefully employed when children are in crisis. uses PRICE (Protecting Rights in a Caring Environment) as this sits well with the therapeutic ethos of the school. The school has-3 in-house PRICE trainers and can offer refreshers and guidance for any member of staff who may need additional training and confidence with PRICE interventions. Staff members access 'technique of the week' once a week as a specific Intervention refresher, based on analysis of behaviour data and staff need. This ensures that all RPIs (restrictive physical interventions) are confidently executed. In addition, staff attend additional courses identified at appraisal, in line with the requirements of the School Improvement Plan. Once a week there is additional training for all staff.

The Headteacher has over 25 years of experience teaching within special schools and is in addition to being a teacher, is an Accredited Play Therapist with PTUK. This means both the complex learning needs, as well as the psychological needs of the pupils are well understood, and all staff are supported to share in this, through meetings and training with her.

Wolverdene is fully committed to the development of the teaching and non-teaching staff so that the specialist skills and knowledge necessary for the delivery of high quality, specialist education for our pupils are continually being updated and reviewed.

3.0 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their EHCP targets and outcomes
- Reviewing the impact of interventions
- Monitoring by the SLT
- Holding EHCP reviews
- Analysing behaviour data
- Taking pupil and parent views into consideration
- Looking at learning progress through collected data such as Depth of Learning, SDQ scores and Boxall online
- Meetings with multi-agency professionals involved with the children
- Working with the Local Authority to evaluate provision

Where we are concerned that pupils are not making progress, or that the school in unable to meet need, we will arrange an early annual review and request a change of placement.

3.1 Improving inclusion, equality and diversity

Wolverdene is committed to ensuring that all pupils, irrespective of difference are included in all aspects of school life. Following thorough risk assessments, we ensure that no pupil is excluded

from taking part in school activities because of their SEN or disability. We encourage all pupils to take part in sports days, school plays, special workshops and offsite and enrichment activities. We conduct PSHE activities and assemblies to develop thinking about difference and diversity, and allow pupils opportunities to explore feelings about their own needs, views and differences. This is central to our work to support our pupils and fostering a sense of pride and belonging in the school community is key to its success. We audit equality and diversity provision, train staff and seek ways to relentlessly improve in these areas. We have a zero tolerance of bullying and address any issues or concerns in sensitive and thorough ways.

3.2 Working with other agencies

The school is fully committed to working in partnership with other professionals. There are intervention rooms where professionals can work with pupils and staff. It is necessary for the school to maintain close links with Social Services, the police and Child and Adolescent Mental health Services. The input of the Speech and Language therapist, play therapists and Dance movement psychotherapist is vital to understanding the needs of our pupils and creating programmes of support that meet need.

3.3 Complaints about SEND provision

As all of the pupils at Wolverdene have SEND, any complaints about SEND provision should be made to the class teacher in the first instance, then directed to the Head teacher. If these are unable to be resolved at this stage, a complaint to the chair of the governing body. They will be referred to the school's complaints policy on the school website.

4. Admissions procedure

All of the pupils at Wolverdene have been referred by the Local Authority and have an Education and Health and Care plan. In the first instance the plans will be sent to the Headteacher to consider whether the school can meet the needs of the child and that these do not compromise the efficient education of children within the school. If the school is able to meet the pupil's identified need, the pupil's placement is discussed at the school admissions panel meeting held regularly throughout the year with the SEN service. The Headteacher will meet with children and families, either through a visit to the school, or by visiting the child within their current provision. Once a place is offered and a start date agreed, a home visit from the family support team will be arranged and admission and transition details discussed. Pupils usually attend transition sessions to build up familiarity and relationships with key adults before attending full time.

5. Monitoring and review

This policy will be monitored on a yearly basis by the Headteacher to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the governing body.

EQUALITIES, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

Wolverdene, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstance, ethnic or national origin, disability (physical or mental) religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), Wolverdene school aims to:

- Provide opportunity to all.
- Foster good relations, and create effective partnership with all sections of the community.
- Only take actions which do not discriminate unlawfully in service delivery, commissioning and employment.
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.